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ABSTRACT

This study evaluates the programs which have been undertaken by five school systems (the Albany-Schoharie-Schenectady Board of Cooperative Educational Services (BOCES), the Otsego County BOCES, the Syracuse City School District, the Broome-Tioga BOCES, and the Delaware-Chenango-Madison-Oswego County BOCES) to provide a basis for cooperation and sharing of school library media resources and services. Following a summary of the background of the pilot projects, a description of the sources of data for the School Library Pilot Projects survey is presented. Survey findings are then discussed with respect to four major areas: (1) membership in school library systems; (2) decision making processes in cooperative school library programs; (3) services provided by cooperative school library systems, with specific discussions of human expertise and information services; and (4) the benefits of school library cooperation. Recommendations are then made for the improvement of future attempts at networking among school libraries. A 22-item reference list accompanies the text. Appendices include a copy of the pilot project survey and its covering letter, a copy of the services inventory checklist, and data tables presenting the results of the survey and the services inventory. (JL)

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APPRAISAL OF THE NEW YORK STATE SCHOOL LIBRARY SYSTEM PILOT PROJECTS

December 1980

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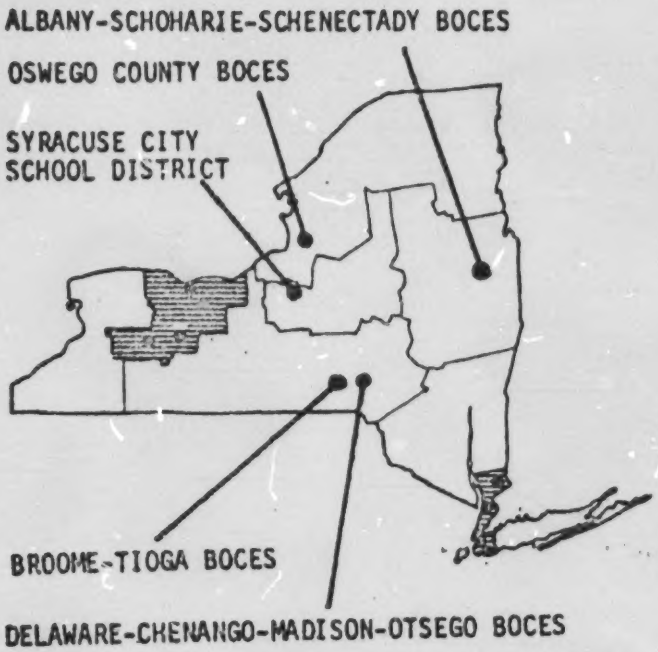
School Library System Pilot Projects



Regional network pilot

School library system pilot

In 1978 the Board of Regents proposed legislation to encourage the systematic sharing of school library resources based upon Boards of Cooperative Educational Services (BOCES) and the development of regional cooperative networks to bring these systems into the interlibrary loan network.

Legislation enacted in December 1978 authorized pilot school library systems and pilot networks for intersystem cooperation.

Five school library system pilot projects in other regions of the State not designated as regional pilot projects have been initiated. These include the Oswego County BOCES, the Syracuse City School District, the Deleware-Chenango-Madison-Otsego BOCES, the Broome-Tioga BOCES, and the Albany-Schoharie-Schenectady BOCES. In these pilots, cooperation among school libraries will be tested in preparation for cooperation with other types of libraries throughout the region.

OVERALL PROFILE OF THE PILOT PROJECTS

MEMBERSHIP AS OF JUNE 30, 1980

PROJECT	PUBLIC DISTRICTS	NON-PUBLIC SCHOOLS	NO. OF LIBRARIES	NO. OF STUDENTS	AREA SERVED
Albany-Schoharie-Schenectady BOCES	25	14	140	80,928	1,357 sq.mi.
Broome-Delaware-Tioga BOCES	12	4	60	33,669	1,000 sq.mi.
Delaware-Chenango-Madison-Otsego BOCES	16	0	39	17,251	2,000 sq.mi.
Oswego County BOCES	9	5	53	26,992	964 sq.mi.
Syracuse City Schools	1	12	46	25,386	26 sq.mi.

LIBRARY PILOT PROJECTS *

Chapter 787 of the Laws of 1978, broke new ground in library cooperation by authorizing for the first time the development of school library systems and regional networks to align these new systems with the public library systems and the reference and research library resources systems.

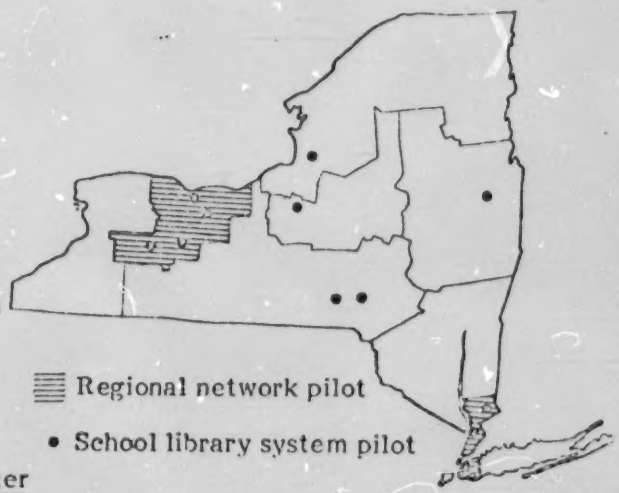
The Regents Library Legislative Proposal for 1978 had sought authority to establish as many as 49 school library systems throughout the entire State. These would be based on the 44 BOCES and the "big five" city school districts. Such school library systems would provide the basis for cooperation and sharing of library materials among both public and nonpublic school libraries within a BOCES or major city school district, in much the same way that local public libraries cooperate through the public library systems. In addition, the school library system would provide special services and materials which are either impractical or too expensive for the typical school library.

The concept of the regional intersystem cooperative networks is intended to carry this sharing of resources and services beyond libraries of the same type, to all types of libraries located within one of the nine library regions of the State.

Although Chapter 787 did not establish all 49 potential school library systems and all 9 potential regional intersystem library networks, it provided authority and funding for pilot projects of both types. Two regional intersystem cooperative network pilot projects, each containing at least one school library system, and four school library system pilot projects elsewhere in the State were authorized. The Legislation provided that these pilot projects were to be selected on a competitive basis from applications received. Despite the relatively short time between enactment of the Legislation in December 1978 and the end of the State fiscal year, nine applications for regional intersystem cooperative network pilot projects and 21 applications for school library projects were submitted. The pilot projects were designated in late March.

One regional network pilot project is the Rochester Area Resources Exchange (RARE). This draws together the Rochester Regional Research Library Council, the five-county Pioneer (public) Library System and new school library systems in the Rochester City School District, the Monroe #1 BOCES, the Monroe #2 - Orleans BOCES, and the Livingston-Steuben-Wyoming BOCES.

The other regional network pilot project (INTERSHARE) involves the New York Metropolitan Reference and Research Library Agency (METRO), The New York Public Library, the Brooklyn Public Library, the Queens Borough Public Library, and the Westchester Library System. In addition, it includes developing school library systems in Community District #5 of the New York City school system, the Yonkers School District, and the Putnam-Northern Westchester BOCES.



The school library systems identified above are components of their respective regional intersystem cooperative network pilot projects. They operate in close union with the other types of library systems, and are funded through the regional networks. Besides them, five other school library system pilot projects in other regions of the State not designated as regional pilot projects have been initiated. These include the Oswego County BOCES, the Syracuse City School District, the Delaware-Chenango-Madison-Otsego BOCES, the Broome-Tioga BOCES, and the Albany-Schoharie-Schenectady BOCES. In these pilots, cooperation among school libraries will be tested in preparation for cooperation with other types of libraries throughout the region.

Each library pilot project is expected to run for 3 years, through March 31, 1982. School library system pilot projects will receive up to $50,000 annually. The INTERSHARE regional pilot, including its 3 component school library systems, receives $312,000 per year; the RARE regional pilot, including its 4 component school library system, receives $288,000.

*From a pamphlet by the New York State Education Department.

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BACKGROUND

Library systems and networking efforts have been growing steadily over the last three decades as libraries cooperate to gain in resources and services. The November 1979 White House Conference on Library and Information Services (WHCLIS) has encouraged and reasserted the value of the move to nationwide cooperation among all kinds of libraries. The Conference recommended the immediate examination of the role of school libraries in networking.

School libraries have, to a greater degree than other types of libraries, been isolated from cooperative efforts. Undoubtedly, some of this stems from educational goals which stipulate priority to a limited clientele. Some problems derive from the relative isolation of many school library media specialists from sufficient professional interaction with other librarians. As is stated by the Task Force on the Role of the School Library Media Program in the National Program "School library media specialists endure a special kind of isolation from being unique among other faculty members and being somewhat buried in the governance structure of the school."[1]

Generally, school library media specialists do not seem to have been well prepared for networking through their work experience or through conventional library school programs. Psychological barriers have been built up. This is unfortunate as "a

willingness to share, modify policies, and to communicate and plan with other librarians is crucial to the building of an effective network."[2]

There are also political, legal, financial, technical, and communications factors to be considered in the development of school library systems. There is a lack of existing cooperative or network structures and experience upon which school library media specialists may build. The legal, political, and financial difficulties must be ironed out not only with other librarians and libraries, but through the hierarchies and bureaucracies of public school districts, private school administrations, regional programs, local and state legislative bodies. School libraries have been buried within these governance structures but have not dealt with them as extensively as will now be necessary. School library media specialists must learn to communicate with each other by using structures approved by these agencies.

The proliferation of automation in today's world has had a great impact on facilitating cooperative library efforts of all kinds, however computers are just beginning to reach into the average school library media center. As Johnson and Hines[3] point out, "the greatest problem in regard to technical feasibility of school library participation in networking, at present, is probably not lack of necessary equipment, nor cost factors, but rather the lack of trained personnel." Of course, the new school library systems must take all of these factors into consideration when developing their technical activities and also try to provide compatibility of computerized systems and technical developments.

New York State has shown continuing support for library networking for its public and reference/research libraries. The State is now attempting to establish patterns for both multi-type library systems including school libraries and for school library systems which will eventually be integrated into larger multi-type systems. The Fall 1979 Report of the Commissioner of Education[4] introduces the proposed efforts well in the following passages:

> "The enactment of Chapter 787 of the Laws of 1978 represented landmark legislation in the further development of library service in New York State. A refinement of a proposal advanced by the Board of Regents, this legislation provided for the first time systematic cooperation among public school districts and non-public schools in the provision of library resources and services to both students and faculty. In addition, the legislation, through regional intersystem cooperative networks, provided mechanisms and incentives for closer, formal cooperation between the emerging school library systems and the functioning public library systems and research library systems.
>
> 'Both the school library systems and the regional intersystem cooperative networks have been authorized by the legislation on a 3-year pilot project basis. In this period they will address such common statewide needs as union catalogs of library materials, reciprocal access to library materials, efficient delivery systems, and the effective use of computer technology. The pilot projects will use various approaches to these common needs, each tailored to the regional differences which result from prior strengths or weaknesses, population density, demographic conditions, and geography.' (p.1)
>
> "The original concept of establishing school library systems based upon existing BOCES boundaries and the five big city school districts projected the possibility of 49 such library systems throughout the State. A maximum of nine regional intersystem cooperative networks would similarly blanket the entire State." (p.5)

Two regional intersystem pilot projects which integrated seven school library system projects with local public and academic

networks were funded through March 31, 1982. These regional systems are in the metropolitan New York City area and in the Rochester area.

Four school library system pilot projects which were not formally involved with public library networks were also funded under this same legislation. A fifth school library system pilot project in the Capital District area was funded under the 1978 Supplemental Budget bill and this system is being monitored under the same provisions of the Regulations of the Commissioner of Education. The funding for this last project, however, was for one year only and depends upon the repeated passage of a supplemental budget bill in 1980.

The proposed school library systems were based upon the existing Board of Cooperative Educational Services and the five big city school districts on the basis that these entities provided established cooperative efforts among schools and constituted existing facilities, communication lines, and legal precedence for funding.

The 1978 legislation provided that the Commissioner of Education develop regulations for selection, implementation, and monitoring of the school library system pilot projects. The regulations were to include "eligibility requirements, standards of service and operation, standards for compatibility for computerized systems and other techniques, consideration of the needs of special populations, requirements for monitoring, evaluation, and governance..."[5] It is under these provisions which the School Library Systems are emerging in New York State.

The White House Conference on Libraries has emphasized the need to bring all types of libraries into networking efforts. The progress of these innovative school library system projects and the multi-type regional systems will be watched closely by library media specialists and educators across the nation. We in New York State must be diligent in seeing that we provide well-evaluated models for other such efforts; providing insight into our problems as well as our successes.

THE STUDY

This study deals with the New York State School Library System Pilot Projects alone. These projects are dealing with the basics of initiating cooperation between school library media programs prior to integrating the systems into what in New York State are already existing systems for public and research libraries. This study appraises the first efforts of these projects and tries to evaluate the varying programs which have undertaken to provide the basis for cooperation and sharing of library media resources and services as mandated by the enabling legislation and the Commissioner's Regulations.

The five projects have been established in diverse areas of the State in order to prove the needs for this type of system throughout the State. The Syracuse City System is based upon a big city school district with a large population in a small area. In this system all of the public libraries have always been under the direction of one library director who is now also the Library System coordinator. The Oswego County System is in a BOCES in a rural area in the northern part of the State. The Delaware-Chenango School Library System is in a large rural area with a small population and rather poor school districts. The Broome-Delaware-Tioga School Library system is based

in a large city with a rural and suburban area surrounding it. The Albany-Schoharie-Schenectady School Library System encompasses two large cities, much suburban area and one large rural county. This system has the largest total student population and the greatest variety in type, size and economic support of its schools.

Audrey Kolb and Jo Morse[6] have provided a systematic approach to appraising library networks which has provided an outline for this research. The four basic areas of inquiry have been membership, the decision-making process, services and the benefits. The services covered include the human expertise available, the library and information resources and services, communication, the automated technology, delivery systems and miscellaneous services.

SOURCES OF DATA

Much of the data used in this study have been obtained from records and reports of the School Library System Pilot Projects. Copies of their annual reports to the Commissioner of Education, any interim reports, reports to the schools, cost figures, newsletters, workshop outlines and samples of forms which are used were solicited from the Systems personnel.

The author spent the month of July 1980 as an intern with the Albany-Schoharie-Schenectady School Library System, compiling an expanded union list of periodicals, assisting with the production and observing the workings of the Library System first hand.

Interviews of Library System personnel at each of the five pilot

projects, conducted in October 1980, covered the areas of available human expertise, membership, governance planning and decision-making, and the impact of the automated systems which have been chosen.

Questionnaires for the school library media personnel covered the extent of their participation in the planning of the system, both formal and informal, their attendance at meetings and workshops given by the system, their assessment of the impact of the system on their library and their clients. The Services Inventory which was part of the questionnaire for the school personnel, attempted to measure their awareness of the services and resources available through the library system and to give an indication of the effectiveness of the communication throughout the system. The second section of the Services Inventory was used to determine the school librarian's priorities for service. The School Library System Coordinators were asked to complete Section I of the Services Inventory for comparison to the responses of their member librarians.

Copies of the interview questions, the questionnaire and Services Inventory and accompanying cover letters are to be found in the Appendix, along with charts of the questionnaire returns.

STUDY FINDINGS

I. MEMBERSHIP

As the activities of these school library systems have been

funded by the State for three years, the only commitments asked of the school or district were agreement to the principles of resource sharing, agreement to provide access to their shelf lists and provision of occasional release time for some of the school library media personnel. In practice, as little as possible was usually asked from the component schools.

Generally, a simple statement of intent and agreement to the principles of resource sharing was all that was required from the schools. The Broome-Delaware-Tioga System however in the Fall of 1980 asked each school district Board of Education as well as the BOCES Board to officially adopt the inter-library loan policy of the system.

Membership in the library systems is open to all public and non-public schools within the BOCES or big city school district. This is the first state sponsored project for schools which includes non-public schools. Non-publics are not eligible for participation in any other BOCES services.

Most of the public schools have joined the library system by the end of a year and a half. Of the few who have not joined their local system, one has a very small ethnic population. The other non-member districts are basically held back by a few people who are not convinced that the system won't take more than the school might gain. This is a public relations/communications problem. They haven't gotten the message of the safeguards which the systems have instituted and the potential advantages of researching beyond their own walls. As the systems develop their services and prove that the

safeguards work, these last few will undoubtedly come in. Much of the first year's work for the projects has been personal contact with school personnel to explain the benefits, services and safeguards. It is the personal contact and personal trust which has convinced librarians and administrators that problems are negligible and the benefits potentially great.

Membership of the non-public schools has not been universal. Many of these schools are small, have small collections and have non-professional, and sometimes only volunteer personnel. These schools have little experience of the benefits of basic library media services and are really not ready to participate in a network. Every school must support basic collections and services. A library system cannot provide this for anyone nor will it lessen the need for professional library media specialists.

Some of the systems have not worked as hard at encouraging the non-publics to join because of a perception of the smaller collections as a drain on the larger public school collections. However, in the Albany-Schoharie-Schenectady System they have discovered that the non-publics may have unique special collections which have been a surprising resource for the public schools. The Hebrew Academy which belongs to this system provided many materials on the Nazis and World War II German concentration camps for a public school class doing research on these topics and the Catholic schools' periodical collections have been accessed several times for their unique holdings. The variety provided by non-public school collections should not be overlooked.

Membership in a library system is totally voluntary and schools may terminate membership at any time. One school district has dropped out of the Broome-Delaware-Tioga System after a verbal agreement to join. Albany-Schoharie-Schenectady has found that some of the non-public schools have needed to be reconvinced of the benefits of membership each fall because of changes in personnel and people's need for personal knowledge of the library system.

The rights gained by members of the system as outlined by the enabling legislation are cooperative sharing of library materials and the provision by the system of special services and materials. This legislation does not negate each school's responsibility to provide a strong basic collection of library materials for curricular and recreational use. Neither does membership in a library system indicate that there are no deficiencies in the school library collections. Resource sharing is not intended, either, to be a drain on any of the larger collections.

The right and responsibility to decline to loan any materials which are needed in the lending school is clearly stated by most of the systems. The Albany-Schoharie-Schenectady System is safeguarding the resources of lending libraries by replacing any materials which are lost or damaged while on loan. They have found however, that out of hundreds of loans in a year, only two requests were made to have items replaced. Safeguards are not expensive to provide as some had feared they would be because losses and damage is low.

Maintaining membership is a crucial task in the first years of any network such as these when services are not fully developed and

when new responsibilities have been taken on by the members. All in all these pilot projects have done an excellent job of recruiting membership support.

II. THE DECISION-MAKING PROCESS

The planning, policy making, evaluative processes are extremely important in new cooperative undertakings, especially in those where many people and organizations are involved.

The operation of the library system pilot projects is under the auspices of a BOCES or a big city school district. This governing agency appoints an official director of the project, which in each BOCES has been the Director of Educational Communications and in Syracuse is the Supervisor of Libraries. In each of the BOCES at least one library professional has been hired to act as coordinator of the project and others may have been hired to assist in assembling the union lists. In Syracuse the Supervisor of Libraries became one-half time coordinator of the system and also put another library media specialist on special assignment one-half time with the Library System and one-half time with the District Library Office.

In most cases the operation of the library systems have been almost entirely in the hands of the library professionals who are knowledgeable in school library media program needs, philosophies and procedures and who are sensitive to the client-oriented style of library and information management. The day-to-day running of the networks of course must be in the hands of these people and their priorities are reflected in the directions taken by their projects.

Systems personnel coordinate all planning, influence all people involved and finalize procedures and activities. They are the communicators and the implementators of the program. They are the hub of the decision-making process.

The State law has mandated the creation of an Advisory Council of teachers, administrators, library media specialists, members of the public and representatives of the area public and research library systems. This council is used differently by each project. While one pilot project considers the Council a fully functioning governing body and carries all of its plans and procedures to them for approval, most of the systems consider the Council a long-range, goal-setting and advisory board and work more with the library media specialists in the field for the essential short-term planning and evaluation.

Library's staff at the building level must be involved in the evaluation of the library systems because these people have the contact with the ultimate patrons - the students. If library media specialists are dissatisfied, the projects will not be a success; if they are uninformed, the network won't be used; if the services do not respond to their needs, there is little use for the system.

"A willingness to share, modify policies and to communicate and plan with other librarians is crucial to the building of an effective network."[7] The first job of an emerging network of school libraries must be to foster a willingness to share and a trust in fellow professionals. Librarians must be brought together to plan and communicate and if they are unwilling or unable to come to meet

others, the system personnel must go to them to get their input and hopefully their support. Often negative attitudes may be overcome by trust based upon personal contacts. Also, systems personnel must be open to changing procedures and priorities. The Syracuse Library System personnel emphasized their efforts to modify procedures in response to librarians' needs both before and after initiating a service. Two-way communication is the key to cooperative decision making.

Most of the networks have established a liaison in each district who coordinates activities and communication between the district's school library media specialists and the library network. These people may or may not be Advisory Council members and usually are not the only library media specialists in the district who have regular contacts with the network, but they provide a formal link with the total membership and establish a greater number of formally committed professionals who are systematically communicating with their network.

All of the networks have held meeting or workshops to which all or a geographical segment of the members were invited. The proposed objectives and procedures were discussed at these meetings and input solicited from the school library media specialists. The systems personnel seem to be sincerely open to informal evaluation of their efforts and the goals of the system.

Questionnaire responses indicated that school librarian's attendance at these kinds of meetings correlated significantly with their frequency of use of directories; long-distance calls; inter-

library loan and the union catalog of periodicals; notices and notes, and their participation in evaluating the library system.

Fifty-six and six tenths percent of the questionnaire respondents stated that they were representatives of their school or district to the Library System and being a representative also correlated significantly with regularly using inter-library loan of books and periodicals, the union of catalogs, directories, notes and notices, and to being a part of evaluating the system.

Seventy-three percent of the study questionnaire respondents felt that they had a regular or occasional voice in determining goals, objectives and priorities for their system. They confirmed that they did indeed provide at least occasional input through means such as questionnaires, phone calls, personal contacts and network meetings.

There are significant statistical correlations between the school library personnel's assessment of the amount of their personal input into planning and their frequency of using various established services. These correlations held true in their responses to having a voice in planning and input provided at meetings, over the phone and through personal contacts. Input through questionnaires significantly correlated only with the use of newsletters and notices sent, not to any of the library services offered.

More frequent use of inter-library loan of periodicals and the union catalogs of non-print media and of library directories, services which are well developed in each system, correlated with all of the personal types of planning input. Regular input through phone con-

versations and personal contacts also correlated with the use or anticipated use of major services such as consulting, inter-library loan of books and other materials and use of the locator tools which may not be completed yet.

There are significant relationships between the regular planning input by school librarians and their use of directories and of toll-free long-distance calls.

All of these correlations emphasize the importance of human relations in the establishment of the services of the library systems. Those media specialists who are planning the services see that they could use the services more regularly. Also important is that those services which are most well developed are those services which correlate most highly to the communication media. Perhaps people are discovering through discussions as the services are developed that they can use the service in more ways than they had anticipated. It may be that the lines of communication bring new ideas as well as new services.

The study questionnaire responses indicate that over all the communication/decision-making processes work fairly well to develop workable goals and procedures to benefit the school library media programs.

The Oswego and the Delaware-Chenango Systems, with the smallest number of participating school library media specialists, had two-thirds of their members responding that they had a regular voice in determining goals. The Syracuse City System had a lower response in terms of having a voice in determining goals, but a greater number

saying that they had occasional input through informal avenues and a higher percentage reporting regular use of the system services. Syracuse is a one district system, coordinated by school district personnel who are and have been responsible for creating district library procedures. These people undoubtedly make more of the decisions with less formal consultation although they are in close contact with the needs of the school library media programs in the district.

The Albany-Schoharie-Schenectady School Library System had low responses indicating participation in planning and evaluation, but as well as having the largest number of component schools to reach, the library system had lost its funding as of August 1980 and was not even functioning at the time of the questionnaire. Several respondents' schools had just become members of the system before the temporary shutdown or were newly hired and so really had no chance to participate in the network.

Although the general responsibility for carrying out the programs of the school library systems lies with the coordinators of the system, the systems are regulated under the jurisdiction of the sponsoring BOCES or City School District and are responsible to these authorities. In most cases, there has been little exercise of authority in matters of policy and procedure as these have been delegated to the library professionals. General rights of approval are held by the BOCES City School District authorities and by the Chief School Officers of the participating components. As memberships in these systems are completely voluntary, the member districts may

withdraw at any time and therefore their approval is vital to the continuation of the network.

III. SERVICES

There is no one outline for services to be provided by a library network. The School Library System Pilot Projects were chosen partially on the basis of their regional differences and varying strengths and weaknesses. Because of the variety with which they began, the services and resources which the systems are planning to provide are diverse. This study has attempted to inventory in general terms the services which are being developed or planned for each system.

Section II of the charts indicates the school library media specialists' knowledge of the developmental stages of general areas of services offered by their library system. The responses of the appropriate System's Coordinator outlining her own assessment of the development is designated by an asterisk. The variance in responses may be an indication of the level of communication within the system or may be based upon the fact that many services may be operational on a small scale while being developed to a higher level.

Section I of the charts is taken from the Frequency of Use Sections of the Services Inventory and indicates the frequency with which school librarians feel that they are using or might in the future be using services offered by their system.

Each system has developed different priorities and methods for

providing services to their schools. Although a majority of the services are at least planned in one form or another, the means of providing them, the stages of development and the starting points are all different. The Services Inventory does not show all of the variety in the services.

In many cases it has been hard for even the systems personnel to assess the developmental stage of a service because they are providing service on a limited scale while developing it to a higher level or creating the tools to facilitate resource sharing and communication.

When assessing the Frequency of Use Schedule of the Services Inventory, it is wise to remember that the services provided by a School Library Network are supplemental support services. Regular use of a service may be monthly or merely semi-annual, but this occasional use may facilitate the filling of special requests that otherwise could not be accommodated by a particular collection. A school library which must too often seek materials or services from beyond its own collection should examine its own sufficiency to serve its own clientele. The library system is intended to extend resources but not to provide the basics. However, it is not rare in any library to discover a specific request which the collection cannot fill. The library system provides an opportunity to go beyond your own walls to fill the special needs of an individual student or faculty member.

A. Human Expertise

The primary personnel involved in developing the school library

systems are the coordinators of the project. All of these people are qualified school library media specialists most of whom have worked in school libraries and are intimately familiar with the position. Only one of the project personnel had had any experience with library networking and that was a public librarian using the services of a public library network, not as a system employee. None of the pilot project personnel had any experience or training in library automation before their employment as a system coordinator. All of the knowledge concerning the means of automating union lists was gained on the job through workshops, reading and consultation with BOCES personnel and sales representatives.

A prime responsibility of the network people is working with the school library personnel to provide services which fill their needs. However, considering that a major emphasis was placed by the State upon developing technology which would be compatible with existing library automation within the State, very little was done to bring to the systems expertise in library automation. It would be truly difficult to locate perspective employees who have expertise in automation as introduction to information transfer technology is not a standard component of M.L.S. programs. Therefore it is surprising that none of these systems have hired expert consultants.

Most of the school library systems have themselves done some consulting on smaller problems in the schools. The system coordinators are available for their constituents to call upon. They are just a phone call away and their job is to provide service to the schools. They may be able to answer the questions or to link the

school to another person who might have the solution to the problem. The systems personnel indicate that they hope to do more comprehensive consulting in the future as they develop the confidence of their members and have established the regular services of the system.

System personnel have sponsored professional development sessions for their members. The topics included Parents as Reading Partners, library skills curriculum, the resources of ERIC available through EPSIS, mainstreaming, school library networking in other areas of the State, copyright and video-taping. They have generally been presented by outside experts and have been well received.

An overall view of the school library system professionals shows their enthusiasm for the potential of library networking in the schools; their interest in its success; and determination to discover the best methods to make it work. The high rate of membership and support indicates the infectiousness of this enthusiasm.

B. Library and Information Services and Resources

The present stage of development of each service category in each system is indicated in general terms by the responses of the project coordinators in Section I of the Services Inventory.

1. Inter-library Loan and Union Catalogs

In most of the pilot projects, the first step towards service was to develop a working inter-library loan policy with procedures and forms. Most of the systems have left their procedures open to change and development. Safeguards for library resources are generally built

into a working policy.

The materials which were loaned first were generally periodicals or copies of articles, although in Broome-Delaware-Tioga it was materials from outside agencies which have been emphasized. These resources were chosen because of the relative ease of producing locator tools to be used by members. Although the first periodical union lists produced may not have listed the total holdings of all the memberships; they were indication of the type of tools to be provided through the system.

Inter-library loan of books and non-print materials has been encouraged upon a trial and error basis for locating the materials. In some of the systems smaller geographic units were created within which primary contacts could be made. Personal contacts at system meetings have made school librarians more eager to reach out to each other with trust and confidence. The union catalogs which the networks are compiling will make the task of finding specific materials easier, but the communication lines which have been opened have made inter-library loan possible already. People are using inter-library loan and will be using it more.

The library systems are compiling data on the holdings added since 1978 by collecting copies of catalog cards from the schools. This is a large task. Broome-Delaware-Tioga has hired a media specialist to go out into the field in order to cut down on the work for the school librarians. Oswego has limited their union catalog so far to their secondary schools which could be construed to be a denial of the importance of sharing for the elementary schools. All

of the systems have made some decision about where to start with putting together their monograph and non-print catalogs. Cost factors of production technologies make it necessary to spread entry of data over several years. Delaware-Chenango has made the decision to start their catalog with the reference holdings of the schools even though these are usually non-circulating items. Albany-Schoharie-Schenectady has entered bibliographic data for holdings cataloged under certain Dewey Decimal Classifications. Syracuse and Broome-Delaware-Tioga have chosen to start working with a total collection perspective on a long term schedule.

2. Lists of Special Collections

Some of the systems have requested that schools volunteer lists of their subject strengths and/or special collections. By publishing these lists, schools with special requests have known to which school to direct a request although there is not yet a complete union catalog. A simple but effective joint effort has been established.

3. Reciprocal Borrowing Privileges

The right of students or faculty of one school to borrow materials directly from another has been discussed and analyzed by a few of the library systems. The basic reaction has been to fill any needs through increased inter-library loan and arranging limited on-site use of materials as the need arises. The time schedules of school libraries and potential users of reciprocal borrowing privileges make inter-library loan a more practical arrangement.

4. Bibliographies

Several systems have gathered bibliographies developed by their

members or have produced them when requested to do so by a school. Bibliographies can be used by other schools as an inter-library loan locator tool, as a basis for their own bibliography or as a tool for developing their own collection in that subject area. The work involved for the systems to collect the bibliographies and reproduce them is small and the efforts are repaid by the occasional use indicated by the Service Inventory.

5. Professional Reference Collections

The systems are all developing collections of professional library reference tools which are generally only occasionally called for in smaller libraries and which are rather expensive. There is not a great emphasis on developing a large collection quickly, but the member libraries do see occasional need and these are items which are very economical to share.

6. Cooperative Collection Development

Cooperative collection development is potentially important for smaller, poorer school districts where collections are limited. Of course this cannot be done with primary curricular materials, but with materials which are used only occasionally by each school. Availability of a wide spectrum of materials becomes much more cost-effective on a cooperative basis.

The Delaware-Chenango System is planning to coordinate the availability of all of the periodicals in Reader's Guide by coordinating purchasing of non-priority subscriptions by various schools. They have also established a microfiche collection at the system headquarters to round out the availability of priority periodicals.

Cooperative development of book collections is not a priority. This would be less easily or effectively maintained because of the greater variety, cost and storage needs of books. The Syracuse City Schools have attempted to create some special subject collections in some of the schools which can be used as back up for all of the other district schools.

7. Cataloging and Processing of Materials

Cataloging and processing of materials through the library system is currently done by two systems who have access to on-line cataloging through OCLC. Broome-Delaware-Tioga had arranged to provide OCLC use through the public library system for cataloging output only. The Oswego System is using OCLC for cataloging and for production of their union catalog data base. OCLC will provide catalog card sets, pockets and labels in the format indicated through the system. The library system does not actually handle the materials which are cataloged and the school districts pay for any products which they receive.

Several of the Library Systems have purchased MARC fiche with Library of Congress cataloging data on computer output microfiche. The systems have used these fiche to verify entries for their union catalog production and it is available for school librarians who wish to gather cataloging data. The cataloging data can be copied with a microfiche reader/printer and the cards typed at the school.

For most schools the availability of commercially produced cataloging which can be purchased either from the producer or jobber when purchasing the resources or from the Library of Congress is

felt to conveniently fill the needs for most cataloging at an acceptable price.

In the Albany-Schenectady area, no effort to sponsor cataloging and processing of materials by a central agency is foreseen because of a former centralized effort to order, process and deliver print and non-print materials. This service was discontinued because of the slow handling of materials. Schools felt that they were receiving the resources so slowly that they were losing out by using such a service. There is little enthusiasm for centralized processing in this Library System because of this negative past experience.

8. Cooperative Purchasing

Some thought has been given in the systems to looking into ways which cooperative purchasing might benefit the libraries without unwieldy paperwork or handling. Legal and practical considerations of cross-district purchasing have left this in the beginning planning stages, however, this past year enabling legislation was passed by the State Legislature to relieve this situation and some new programs may emerge. The Syracuse City Schools do purchase cooperatively as a district, but not as a library system.

9. Miscellaneous Services

Some of the services which were offered by the Library Systems which were not outlined by the Services Inventory were: 1) two programs which arranged for books from publishers for the librarians to preview for purchase, 2) a community resource file, 3) mechanism for exchanging materials and used equipment between districts and 4) return

of lost materials from library to library.

In Albany-Schenectady-Schoharie, one school district reproduces the title pages of education and library journals for distribution to the schools and will provide photocopies of articles upon request. The cost of reproduction is carried by the school library system.

All of these services are inexpensive to coordinate and are filling needs of the members.

C. Communication

As is stated in The Role of the School Library Media Program in Networking, "effective cooperation depends heavily on the quality of the communication system that links libraries and librarians"(p.53). The library networks have worked to communicate with all library personnel in their system.

1. Meetings

The first efforts were to hold meetingsto tell them about the proposed system. Sometimes when they brought district library personnel together it was actually the first time these people had even met each other. People with common needs are getting together and talking over problems and solutions, and learning to trust the other people involved.

2. Visits

Delaware-Chenango has made arrangements for the library system coordinator to use a car regularly to get out to all of the wide-spread schools and talk to all of the people in each building. The coordinator will be more aware of the resources and people with whom she is working. The school librarians will be aware of the service potential and the sincere concern of the system. Other systems do make

some visits in a less concentrated effort.

3. Directories

All of the library systems have provided directories of member library media specialists or library personnel which have sometimes been the first tool for communication between the library media specialists. Those who have been provided new directories seem to be aware of the possible uses to bring them out of isolation.

4. Newsletters

All of the systems are providing a newsletter which not only tells what is going on at the system headquarters, but shares the concerns and activities of school libraries. Although it may seem to be one way communication, it reaches all of the members and reminds them of the new ways of sharing and consequently gives them new ideas.

5. Telephones

Installation of telephones in school libraries which had no access to outside buildings was a great step for many of the libraries. It not only will allow them to communicate with other librarians, but will allow communication for other professional reasons such as ordering materials. Oswego-Broome-Delaware-Tioga and Delaware-Chenango have all supported the installation of telephones in at least some of their libraries. Albany-Schoharie-Schenectady and Syracuse considered telephone availability sufficient overall. Delaware-Chenango was interested in providing telephone tie-lines to ease communication among the schools who are served by several small telephone companies. The price of maintaining and installing the toll-free equipment and lines was prohibitive and so a pattern for regional

communication was established as a poor second choice. The Albany-Schoharie-Schenectady and the Broome-Delaware-Tioga Systems will place long-distance calls for communication between network members.

6. Computer Terminals

Oswego and Broome-Delaware-Tioga do actually have access to communication with OCLC by using a computer terminal. Syracuse is on-line with the Onandoga County Public Library circulation system for inter-library/inter-system loan requests. None of the school libraries, however, are linked via comptuter lines.

The communication among library media specialists which the school library systems have established is responsible for one of the greatest benefits -- increased morale for the isolated library professional working in the school.

D. Automation and Technology

Automation is the only possible way to produce a union catalog of many collections which can be available at several or many locations and which can be updated regularly. Automated technologies also are being used to efficiently produce directories and mailing labels, to provide cataloging information and card sets and to access a public library collection for inter-library loan.

One of the stipulations of Chapter 787 of the Laws of New York which established these school library systems was that they establish effective use of computer technology which was to be compatible with the technology of other library systems in the State. Although the Commissioner of Education was empowered to provide

"standards of compatibility for computerized systems and other techniques" in Sec. 17, Paragraph 4 of Chapter 787, no such standards or guidelines were produced at the State level. The school library systems were required to show an attempt to assure compatibility with other library systems in the State, but no standard has been established.

The school library systems are just beginning to input their union catalog data after spending much of the first year to a year and a half in ascertaining the most appropriate technology to employ. The actual decision on how to automate was made on the basis of several factors which included compatibility, cost, final output medium, ability to match an existing data base, "political" considerations within the BOCES or district and the availability of the technology or its products should funding of the system cease. Without guidelines from the State, the example of other school library networks, or trained personnel, the decision was made.

The Syracuse and Broome-Delaware-Tioga systems chose the Brodart Computer Output Microfiche Catalog. The library system will type formated bibliographic data with an OCR typewriter element. The data is sent to Brodart to be matched with Library of Congress data for production of a computer tape in MARC II format of the union list which will be available for production of the microfiche. The MARC II format is the standard for automated bibliographic data in North America. Tapes in the MARC format could also produce paper copy catalogs if needed and could easily be picked up by other regional library systems or by the State Library if they should want to merge the

information with their own data.

Other advantages of this system are: 1. The low cost of producing multiple copies of the catalog for all the schools or other library systems. 2. The ability to update the system at interims by adding a few fiches. 3. No on-site computers or terminals are necessary. 4. The typewriters used for entering data are standard machines with interchangeable elements so that these are a practical investment. 5. The fiche readers necessary to read the catalog are useful for other library functions.

The disadvantages are that: 1. Microfiche readers may need to be purchased for some schools and have been purchased by Broome-Delaware-Tioga. 2. The technology cannot be used for other management tasks.

The Oswego School Library System has chosen to automate their union catalog and to obtain cataloging data and/or catalog card sets through OCLC. OCLC has a large data bank against which to match the entries of the library system and which will produce a MARC format tape of the system's holdings. They can then produce both paper and microfiche output of the union catalog.

A disadvantage that can be seen with OCLC is that with this network there is an obligation to input cataloging data of unique items and this cataloging must be done to the standards of OCLC. The actual number of items which require original cataloging in a school library is small and much of it is non-print resources, but most school librarians do not spend as much time verifying their cataloging data and style. OCLC is offering some lower charges to school

libraries in order to increase its data on children's and non-print items but they do want to maintain their standards for cataloging. Also there are continuing charges for the use of the data base, rental of the terminals and communication lines and for each hit on cataloging data.

The Albany-Schoharie-Schenectady School Library System decided to use a mini-computer terminal with disc storage for short term work and storage of data and which can time-share with the BOCES IBM 360 computer for processing of and merging of data for storage on larger computer tapes. Their union catalog will be produced in book form with author, title and subject entry. The Library System has purchased software which they have programmed for their short-form bibliographic data. They are entering the Library of Congress card numbers where available for their standard of compatibility. The system will be able to produce a book-form catalog which will be reproduced off-line. The cost of this set-up was kept down because the mini-computer terminal was purchased from another BOCES office and the library system is using the large BOCES computer which was already available. Albany has the advantage of being in control of the entire production process and being able to produce any interim print-outs of the union list at their own schedule. Although printed copies may easily be sent to other library systems, paper is costly and bulky. The computer tapes which are being produced contain bibliographic data which cannot be easily merged with other data files. The Library of Congress card numbers do provide a point of access for matching the data to MARC or other format and

and the programming to do so could be produced, but it is another process which would be necessary in order to made it accessible to other systems.

The Delaware-Chenanago School Library System has chosen to use an Apple II micro-computer to handle their union catalogs and management tasks. It will also be used by other BOCES personnel to do EPSIS searches with communications tie-ins to Albany. The cost of the micro-computer equipment is low, but the micro-computer has smaller storage and processing capabilities than any of the other systems' choices in technology. Although this library system may have the schools with the smallest potential collections and although they are now proposing to enter only the reference holdings which are a small percentage of any collection, the micro-computer has the least potential for filling the needs of a total library system. This Library System is proposing a short-title, author and Library of Congress card number entry, but programming for this effort was not done at the time of this report. Conversion from micro-computer programming to fit any established library system's software would undoubtedly be difficult and almost like starting over again. The Library System is hoping that school buildings in their system with micro-computers will be able to use copies of the union list on disc for searching for materials. This will depend upon the schools having the same make of micro-computer. The micro-computer can produce a printed copy of the union list also.

The automation of any process containing so much data which could be manipulated in several says is costly and labor intensive. None of the school library systems are able to afford to enter all of the data

which they have collected, not to mention possible retrospective and continuing conversion. The funding of the school library systems is insufficient to cover the costs of personnel as well as new equipment and systems for large scale automation. The first years of a task such as this are probably the most expensive but provide the basics upon which to build.

E. Delivery Systems

The delivery systems of each of the library systems has been built upon existing BOCES or district delivery and transportation routes. Usually there has been no additional cost to the School Library Systems. In some instances the school library system has funded extra routes to some of the non-public schools or non-members of BOCES. Sometimes inventive ideas to avoid extra costs have been used to deliver materials. This has been a practical system considering the cost of transportation. However a future goal for the library systems should be to find ways for more frequent deliveries and pick-ups as the one overwhelming problem stated by the participating librarians was the time which it took to receive loan materials.

IV. BENEFITS

A library network is instituted in order to provide new or improved services for the clients of the libraries as well as to support the tasks of the library staff. Benefits should extend to clients and staff early in the development of a successful system in order to maintain support of the system.

The questionnaire responses indicate that overall students, faculty and school library personnel benefit from the services of the school library system proportionately. The Syracuse System has a much higher portion of librarians responding who claim regular benefits to all groups. It is noted from Syracuse's responses that all groups of students, faculty and librarians, have benefited more regularly which indicates that as librarians become aware of the potential benefits they pass them on to their faculty and students who are the center of the educational process.

When asked to list the benefits coming from membership in their system, more than half of the respondents listed the increased availability of resources through inter-library loan. Inter-library loan and the tools for locating materials have expanded the service given to students and faculty by providing a wider range of materials. This is a primary objective of the school library networks, but 18.4% of the respondents emphasized the benefit of peer contact, of being able to share ideas and problems, of breaking out of the isolation in which they had worked. The tools of communication were important to the librarians. The newsletters, directories, and conversations with system personnel were all mentioned, but where new telephones were provided the benefits of this basic tool were lauded. Communication is a two-way street and is beneficial to the system as a whole in its developmental stage.

Workshops and training sessions were mentioned by 8.1% as being informative and useful. Again part of the benefit was from the opportunity for peer contact and communication. The school library systems are successfully providing technical services, but a primary contribution may be bringing school library media specialists

together for professional interaction. All of the activities of the systems are tied together and reflect on the success of each of the services.

The benefits which the questionnaire respondents listed are summarized as follows:

BENEFIT	FREQUENCY OF RESPONSE	PERCENTAGE OF RESPONDENTS
Union Catalogs	20	13.6%
Inter-library Loan	79	53.8%
Peer Contact	27	18.4%
Workshops	12	8.1%
Communication	11	7.4%
Delivery Service	5	3.4%
Others	37	25.1%
System Not Developed	12	8.2%
No Benefits	5	3.4%
No Response	26	17.7%

Any analysis of benefits of any enterprise must also scrutinize the problems which are encountered in the program. Pilot projects are set up in order to smooth the way for other projects by outlining the problems which might be encountered and to suggest working procedures which have had some of the bugs worked out. There will be no perfect example which will emerge but new projects can learn as much from the mistakes of others as from the triumphs. How to do something is very closely related to what not to do.

The problem most frequently mentioned by questionnaire respondents

was that the time necessary for inter-library loan and other services was too long because of infrequent courier services and lack of other communications media. Students with deadlines to meet are impatient patrons. In days of high fuel costs it is difficult to envision on-demand courier service, but perhaps some facility will be discovered by the pilot projects to speed up delivery.

Several school librarians were concerned with the amount of time which the System demanded from them in order to provide cataloging data, to attend meetings and even to keep up on what was going on. In schools where there is only one professional and no clerical aide, it is understandable that time may be a problem especially in the first year of the projects when libraries were asked to go back a year for data on recent acquisitions. Several of the systems have tried to lessen this load by sending a person to the schools to gather cataloging. As the services became operational, the tasks necessary to support the services may be viewed as less of a burden by those who benefit from their use. There was a significant correlation even at this early stage between those who thought the network was worth their efforts and their use of network services.

Some participants are concerned that schools will be covering the identical curricular areas at the same time and that needed materials may be on loan to another building at times their own faculty or students request them. Hopefully librarians will be aware of materials which will be needed soon and will refer requests elsewhere if there should be a conflict. Primary curricular materials belong in each collection and requests should be mainly for co-curricular and special

interest materials.

The problem of limited service to elementary schools was mentioned and there is a significant relationship between inter-library loan of periodicals and the grade level of the schools. The elementary librarians were less likely to anticipate regular use of this service which is most developed in all the networks. It is hoped that more services will be provided to elementary students in the future.

The lack of access to telephones or other communications was mentioned as a deterrent to using services. A telephone request of course is more promptly filled. And because union catalogs are not yet available, a phone call might be needed to find out who has materials to borrow. Being isolated by lack of communication is a problem not only in using the services of the library system, but in providing basic library service to a school.

The problems were listed as follows by the questionnaire respondents:

PROBLEM	FREQUENCY OF RESPONSE	PERCENTAGE OF RESPONDENTS
Slow Service	28	19.0%
Time Consuming	24	16.4%
Expensive	5	3.4%
No Service to Elementary Schools	11	7.5%
Schools Use the Materials at the same time	8	5.4%
No Communication Methods Available	7	4.8%
Other Problems	25	17.0%
Unnecessary	4	2.7%
System Not Developed	16	10.9%
No Problems	12	9.2%
No Response	46	31.3%

It is important to note that when asked about benefits and problems school librarians often noted that the system was not developed yet. Those that are participating realize that more benefits may be forthcoming and that some of the problems may be cleared up or lessened.

Even more important is that many more benefits than problems were listed by the respondents. As the library networks establish the tools to facilitate their services there will definitely be more benefits to the school library media programs and hopefully cooperative efforts will help smooth out the problems which have been encountered so far.

RECOMMENDATIONS

This paper is based on a preliminary examination of the five independent school library system pilot projects. These systems are all at a point where they have established memberships, devised procedures and are just starting to develop bibliographic tools (e.g., union catalogs) and encourage full-scale use of services. At the time this report was completed, network participants were waiting to see to what degree their initial expectations were being realized. It is crucial that further study be conducted as a wider range of service develops. Monitoring of this development will optimize the

success of future attempts at networking for school libraries.

Based on observations from this study, it is recommended that:

1. Emphasis by the school library system coordinators be placed on close personal communication among school library media professionals at all times.

2. Service to elementary school librarians be extended.

3. The authorization of the pilot projects be extended at least one further year to facilitate the establishment of services and benefits at a full-scale level which can be fairly assessed by the local school administrators and the State. As the benefits are revealed, local districts may support the networking at least partially with local money, but time is needed to establish the extent of the benefits.

4. School library systems should be encouraged across the State in order to develop inter-school library networking before schools attempt to share resources with public and research libraries. The State Education Department should promote the value of co-operative efforts among schools and help remove the barriers to such programs. The State Education Department should provide ideas for beginning cooperation in newly funded systems as well as by self-sufficient operations. The services and communications

in these new networks should be monitored to encourage excellence and compatibility.

5. School library systems become independent sections within the BOCES, directed totally by library media professionals, in order to emphasize the library network's concern with the total spectrum of library media resources and services and their independence of any other operations.

6. School library networking projects search for personnel with expertise not only in school libraries, but in library automation and networking. This persons combination of training and/or experience will not be common and will no doubt command higher salaries. The task of coordinating and managing emerging school library networks demands remuneration beyond that of a traditional school library media specialist because of the higher level of skills and responsibilities entailed.

7. Broad guidelines for compatibility of automated technology be worked out by public, research and school library systems personnel under the auspices of the State Education Department Library Development Office and that technical support and consultation be provided by the State.

FOOTNOTES

1 Task Force on the Role of the School Library Media Program in the National Program. The Role of the School Library Media Program in Networking. Washington, D. C. National Commission on Libraries and Information Science, 1978. (ED 168 599) p.31

2 ibid. p.33

3 Mary Frances K. Johnson and Theodore C. Hines. School Media Programs and Networking: A Position Paper. Library Science/Educational Technology Division, School of Education, University of North Carolina at Greensboro, June 1977. (ED 175 442)

4 Report of the Commissioner of Education, Gordon M. Ambach to the New York State Legislature on Library Pilot Projects (Covering the period December 15, 1978 - August 31, 1979). University of the State of New York, State Education Department. Albany, N. Y.

5 New York State. Chapter 787, Laws of 1978, Sec. 4.

6 Audrey Kolb and Jo Morse. "Initiating School Participation in Networking." School Media Quarterly 6:52-9 Fall, 1977. (EJ 206 871)

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APPENDICES

COVER LETTER

October 1, 1980

Dear Library Media Specialist,

As a middle school librarian and a student in the Certificate of Advanced Study program at SUNY/Albany's library school, I am working on a thesis which will summarize the initial efforts of the five New York State School Library System Pilot Projects.

I would appreciate it if you would take a few minutes to answer a few questions. I realize that the Pilot Project personnel may have also asked you to do surveys and that these take a bit of your time, but I hope that this research will supplement the regional data and give a statewide view.

No standard list of services to be provided by a library network or system exists as they are designed to fill unique local needs. The Services Inventory in this survey will enable us to identify the various services offered and your use of them.

I appreciate any assistance you can give me with this project. The enclosed envelope may be used to return this material.

The results of this survey will be shared with you after its completion and I am confident that they will be beneficial to this State's school library community.

Sincerely,

Beatrice E. Angus

Beatrice E. Angus
CAS Candidate, School
of Library & Information
Science, SUNY/Albany

COVER LETTER
ALBANY-SCHOHARIE-SCHENECTADY

October 1, 1980

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I would appreciate if it you would take a few minutes to answer a few questions. I realize that your Library System is presently at an official standstill because of funding problems, but I would like you to respond on the basis of what the System was able and planning to do as of last June. I know that your System's personnel are still hopeful that the network will be back on its feet soon. I hope that this research will give a statewide view of the importance of networking for school library media centers.

No standard list of services to be provided by a library network or system exists as they are designed to fill unique local needs. The Services Inventory in this survey will enable us to identify the various services offered and your use of them.

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The results of this survey will be shared with you after its completion and I am confident that they will be beneficial to this State's school library community.

Sincerely,

Beatrice E. Angus

Beatrice E. Angus
CAS Candidate, School
of Library & Information
Science, SUNY/Albany

Name_____ School_____
Title_____

I. School Data

1. This is a ☐ Public School ☐ Non-Public School

2. To which School Library System do you belong?
☐ Oswego County ☐ Syracuse City Schools
☐ Broome-Delaware-Tioga ☐ Delaware-Chenango
☐ Albany-Schoharie-Schenectady

3. Circle the grade levels in your school.
K 1 2 3 4 5 6 7 8 9 10 11 12

4. What is the enrollment in your school?
☐ -250 ☐ 251-500 ☐ 501-1000 ☐ 1001-2000 ☐ 2001-

II. Library Media Center Personnel

1. How many certified library professionals are employed in your school? (in Full Time Equivalents)_____

2. Are you an official representative of your school or district to the Library System?
☐ Yes ☐ No

III. School/Library System Relations

1. Do you have a voice in determining goals, objectives and priorities for the system?
☐ Regularly ☐ Occasionally ☐ Rarely or Almost Never

2. Have you attended meetings for the purpose of planning or evaluating the system?
☐ Regularly ☐ Occasionally ☐ Rarely or almost Never

3. Have you provided planning or evaluative input through....
a.) Phone Conversations?
☐ Regularly ☐ Occasionally ☐ Rarely or Almost Never
b.) Questionnaires?
☐ Regularly ☐ Occasionally ☐ Rarely or Almost Never
c.) Personal Contacts?
☐ Regularly ☐ Occasionally ☐ Rarely or Almost Never
d.) Other_____
☐ Regularly ☐ Occasionally ☐ Rarely or Almost Never

4. Have the services provided by the System to date been worth the efforts required of you as a librarian?
☐ Yes ☐ No

5. How often have the services of the system directly benefited...
a.) A student in your school?
☐ Regularly ☐ Occasionally ☐ Rarely or Almost Never
b.) A faculty member or administrator?
☐ Regularly ☐ Occasionally ☐ Rarely or Almost Never
c.) The library Media Center or its staff?
☐ Regularly ☐ Occasionally ☐ Rarely or Almost Never

6. Please list the most valuable benefits of the School Library System.

7. Please list any problems or disadvantages of networking.

SERVICES INVENTORY / CHECK LIST

Section I - Developmental State of Service
Please check the box which is appropriate if in your Library System the service is being planned, being developed or is in operation. If it is not planned at all, no check is necessary.

Section II - Frequency of Use Schedule
Check the box for your use or anticipated use of the service. If you do not think that the service is planned in your System, but you would use it if available, check the appropriate box.

Syomyms to aide your use of the terms:
REGULARLY - At fixed intervals (daily, weekly or even yearly)
OCCASIONALLY - From time to time

	Section I			Section II		
	Planning Stage	Developmental Stage	Operational Stage	Regularly	Occasionally	Rarely or Almost Never
A. Human Services						
1.) Consulting Service						
2.) In-Service Training						
3.) Workshops						
B. Library Services and Resources						
1.) Interlibrary Loan of...						
a.) Books						
b.) Periodicals						
c.) Non-Print Media						
d.) Materials from outside agencies						
2.) Reciprocal Borrowing Privileges						
3.) Union Catalogs of...						
a.) Books						
b.) Periodicals						
c.) Non-Print Media						
4.) Lists of Special Collections						
5.) Bibliographies						
6.) Collection of Professional Reference Tools, Including Catalogs						
7.) Cooperative collection development						
8.) Directories						
9.) Cataloging of materials						
10.) Processing of Materials						
11.) Cooperative Purchasing of Materials						
C. Communications Media Provided						
1.) New telephone installation in the library						
2.) Toll-free long distance calls between System members						
3.) Computer terminal communication						
4.) Newsletter						
5.) Notices and notes						
D. Delivery Service						
1.) Regular Courier Delivery/Pick-up						
E. Program for Evaluation of Library System						
F. Other Services which you feel are not covered under the above catagories...						
1._____						
2._____						

INTERVIEW - SYSTEMS PERSONNEL

1. Is there a difference between the big city school district system and the BOCES multi-district systems?

2. Who is served by the system? Who are the primary beneficiaries?

3. Who has joined the system? Who has not? Why haven't they? Has any school or district wished to terminate membership? Can they? How?

4. What is the role of the Advisory Council? Their responsibilities? Do they initiate ideas? Must they approve all plans? How often do they meet?

5. Does anyone have authority to approve/disapprove plans?

6. What kind of input do you get from the individual school librarians?

7. What is your educational and experience background?

8. Has the system done any consulting for the schools? Have you brought in any experts to do consulting? Have you had workshops with outside experts?

9. What automated systems are you using? What factors caused you to choose this system? Is it an independent system or integrated with other computers? Describe its capabilities. How is it compatible with other systems? What systems? What alternatives were considered?

10. Are there any services which this system provides which are not on the Services Inventory or which are especially unusual?

11. What physical facilities does the system have?

QUESTIONNAIRE RESPONSES

ALL SYSTEMS
147 Respondents

		Number	Adjusted Relative Frequency
I. Library System:			
	Oswego County	20	13.6 %
	Broome-Delaware-Tioga	20	13.6 %
	Syracuse City	23	15.6 %
	Delaware-Chenango	21	14.3 %
	Albany-Schoharie-Schenectady	63	42.9 %
II. School Data			
1. School Type:			
	Public Schools	133	90.5 %
	Non-Public Schools	14	9.5 %
2. Grade Level:			
	Elementary	67	45.9%
	Secondary	65	44.5 %
	Both	9	6.2 %
	Special School	3	2.1 %
	(District Coordinator)	2	1.4 %
3. Student Enrollment			
	-250	13	8.9 %
	251-500	55	37.7 %
	501-1000	54	37.0 %
	1001-2000	20	13.7 %
	2001-	2	1.4 %
	District	2	1.4 %
	Missing Cases	1	
III. Library Media Center Personnel			
1. Number of Certified Librarians:	0..	10	6.8 %
	.2	3	2.0 %
	.4	1	.7 %
	.5	8	5.4 %
	.7	2	1.4 %
	.8	1	.7 %
	1.0	95	64.6 %
	1.2	1	.7 %
	1.3	1	.7 %
	1.5	3	2.0 %
	2.0	11	7.5 %
	2.4	2	1.4 %
	2.5	1	.7 %
	3.0	5	3.4 %
	4.0	1	.7 %
vi.	District Coordinator	2	1.4 %

QUESTIONNAIRE RESPONSES

ALL SYSTEMS
147 Respondents

		Number	Adjusted Relative Frequency
III. Library Media Center Personnel (Cont'd)			
2. System Representative:	Yes	82	56.6 %
	No	62	43.4 %
	Missing Cases	4	---
IV. School/Library System Relations			
1. Voice in determining goals:	Regularly	64	45.4 %
	Occasionally	39	27.7 %
	Rarely or Almost Never	38	27.0 %
	Missing Cases	6	---
2. Attended planning meetings:	Regularly	45	32.4 %
	Occasionally	48	34.5 %
	Rarely or Almost Never	46	33.1 %
	Missing Cases	8	---
3. Provided planning or evaluation thru:			
a. Phone Conversations:	Regularly	11	8.3 %
	Occasionally	56	42.4 %
	Rarely or Almost Never	65	49.2 %
	Missing Cases	15	---
b. Questionnaires:	Regularly	24	17.6 %
	Occasionally	80	58.8 %
	Rarely or Almost Never	32	23.5 %
	Missing Cases	11	---
c. Personal Contacts	Regularly	35	25.5 %
	Occasionally	63	46.0 %
	Rarely or Almost Never	39	28.5 %
	Missing Cases	10	---
d. Other:	Regularly	10	27.0 %
	Occasionally	7	18.9 %
	Rarely or Almost Never	20	54.1 %
	Missing Cases	110	---

57

58

QUESTIONNAIRE RESPONSES

ALL SYSTEMS
147 Respondents

		Number	Adjusted Relative Frequency
IV. School/Library System Relations (Cont'd)			
4. Services worth the efforts:	Yes	100	78.7 %
	No	27	21.3 %
	Missing Cases	20	---
5. Services have benefited...			
a. Student:	Regularly	23	17.4 %
	Occassionally	56	42.4 %
	Rarely or Almost Never	53	40.4 %
	Missing Cases	15	---
b. Faculty:	Regularly	22	16.7 %
	Occasionally	59	44.7 %
	Rarely or Almost Never	51	38.6 %
	Missing Cases	15	---
c. Library Media Center or it staff:	Regularly	30	23.6 %
	Occasionally	57	44.9 %
	Rarely or Almost Never	40	31.5 %
	Missing Cases	20	---

SERVICES INVENTORY RESPONSES
ECTION I - DEVELOPMENTAL STAGE OF SERVICES

ALL SYSTEMS 147 Respondents

igures = School Librarian's Assessment

( ) = Relative Frequency (Percentage)

* = System Professional's Assessment

o response was required if the service was not planned

	PLANNING STAGE	DEVELOPMENTAL STAGE	OPERATIONAL STAGE	NO RESPONSE
. Human Services				
1. Consulting Service.....	16 (10.9)	15 (10.2)	43 (29.3)	73(49.7
2. In-Service Training.....	23 (15.6)	14 (9.5)	38 (25.9)	72 (49.0
3. Workshops.....	10 (6.8)	63 (42.9)	63 (42.9)	61 (41.5
. Library Services and Resources				
1. Inter-Library Loan of...				
a. Books.....	13 (8.8)	24 (16.3)	75 (51.0)	34 (32.8
b. Periodicals.....	6 (4.1)	4 (2.7)	105(71.4)	32 (21.8
c. Non-Print Media.....	19(12.9)	26 (17.7)	55 (37.4)	47 (32.0
d. Materials from Outside Agencies	20 (13.6)	12 (8.2)	49 (33.3)	66 (44.9
2. Reciprocal Borrowing Privileges....	11 (7.5)	11 (7.5)	72 (49.0)	53 (36.1
3. Union Catalogs of...				
a. Books.....	32 (21.8)	57 (38.8)	13 (8.8)	45 (30.6
b. Periodicals.....	6 (4.1)	25 (17.0)	80 (54.4)	36 (24.5
c. Non-Print Media.....	30 (20.4)	46 (31.3)	13 (8.8)	58 (39.5
4. Lists of Special Collections.....	31 (21.1)	30 (20.4)	29 (19.7)	57 (38.8
5. Bibliographies.....	18 (12.2)	18 (12.2)	40 (27.2)	71 (48.3
6. Professional Reference Collection..	23 (15.6)	23 (15.6)	36 (24.5)	65 (44.2
7. Cooperative Collection Development.	31 (21.1)	12 (8.2)	9 (6.1)	95 (64.6
8. Directories.....	16 (10.9)	8 (5.4)	53 (36.1)	70 (47.6
9. Cataloging of Materials.....	27 (18.4)	14 (9.5)	12 (8.2)	94 (63.9
10. Processing of Materials.....	25 (17.0)	8 (5.4)	5 (3.4)	109(74.1
11. Cooperative Purchasing of Materials.	30 (20.4)	3 (2.0)	8 (5.4)	106(72.1
Communications Media Provided				
1. New Telephone Installation.....	19 (12.9)	3 (2.0)	33 (22.4)	92(62.6)
2. Toll-Free Long-Distance Calls.....	18 (12.2)	2 (1.4)	11 (7.5)	116(78.9)
3. Computer Terminal Communication.....	21 (14.3)	13 (8.8)	8 (5.4)	105(71.4)
4. Newsletter.....	2 (1.4)	3 (2.0)	103(70.1)	39(26.5)
5. Notices and Notes.....	3 (2.0)	4 (2.7)	93 (63.3)	47 (32.0)
Regular Courier Delivery and Pick-Up ...	2 (1.4)	7 (4.8)	107(72.8)	31 (21.1
Program for Evaluation of Library Syste	10 (6.8)	14 (9.5)	54 (36.7)	69 (46.9

SERVICES INVENTORY RESPONSES
SECTION II - FREQUENCY OF USE SCHEDULE

ALL SYSTEMS 147 Respondents

Figures = School Librarian's Use or Anticipated Use of Services

( ) = Relative Frequency Adjusted for Missing Responses (Percentage)

	REGULARLY	OCCASIONALLY	RARELY OR ALMOST NEVER	NO RESPONSE
A. Human Services				
1. Consulting Services	21 (24.1)	46 (52.9)	20 (23.0)	60
2. In-Service Training	29 (31.5)	44 (47.8)	19 (20.7)	55
3. Workshops	37 (25.2)	48 (32.7)	17 (11.6)	45
B. Library Services and Resources				
1. Inter-Library Loan of...				
a. Books	34 (29.1)	56 (47.9)	27 (23.1)	30
b. Periodicals	34 (28.6)	52 (43.7)	33 (27.7)	28
c. Non-Print Media	27 (27.0)	47 (47.0)	26 (26.0)	47
d. Materials from Outside Agencies	21 (23.1)	35 (38.5)	35 (38.5)	56
2. Reciprocal Borrowing Privileges	29 (29.6)	46 (46.9)	23 (23.5)	49
3. Union Catalogs of...				
a. Books	26 (27.1)	42 (43.8)	28 (29.2)	51
b. Periodicals	35 (31.8)	44 (40.0)	31 (28.2)	37
c. Non-Print Media	23 (25.8)	38 (42.7)	28 (31.5)	58
4. Lists of Special Collections	18 (20.2)	43 (48.3)	28 (31.5)	58
5. Bibliographies	23 (27.4)	40 (47.6)	21 (25.0)	63
6. Professional Reference Collection	22 (24.2)	42 (46.2)	27 (29.7)	56
7. Cooperative Collection Development	11 (18.3)	24 (40.0)	25 (41.7)	87
8. Directories	25 (30.5)	35 (42.7)	22 (15.0)	65
9. Cataloging of Materials	22 (32.8)	18 (26.8)	27 (40.3)	80
10. Processing of Materials	18 (30.5)	9 (15.3)	32 (54.2)	88
11. Cooperative Purchasing of Materials	16 (25.4	14 (9.5)	33 (52.4)	84
C. Communications Media Provided				
1. New Telephone Installation	38 (58.5)	5 (7.7)	22 (33.8)	82
2. Toll-Free Long-Distance Calls	20 (32.8)	21 (34.4)	20 (32.8)	86
3. Computer Terminal Communication	20 (33.3)	18 (30.0)	22 (36.7)	87
4. Newsletter	76 (70.4)	24 (22.2)	8 (5.4)	39
5. Notices and Notes	71 (70.3)	20 (19.8)	10 (9.9)	46
D. Regular Courier Delivery and Pick-Up	78 (66.7)	32 (27.4)	7 (6.0)	30
E. Program for Evaluation of Library System	43 (55.8)	22 (28.6)	11 (14.3)	71

QUESTIONNAIRE RESPONSES

OSWEGO COUNTY - 20 Respondents of 38 School Media Specialists (52.6%)

		Number	Adjusted Relative Frequency
I. Library System:	Oswego County	20	
	Broome-Delaware-Tioga		
	Syracuse City		
	Delaware-Chenango		
	Albany-Schoharie-Schenectady		
II. School Data			
1. School Type:	Public Schools	17	85.0
	Non-Public Schools	3	15.0
2. Grade Level:	Elementary	12	60.0
	Secondary	8	40.0
	Both	0	
	Special School	0	
	(District Coordinator)	0	
3. Student Enrollment	-250	1	5.0
	251-500	9	45.0
	501-1000	9	45.0
	1001-2000	1	5.0
	2001-	0	
	District	0	
	Missing Cases	0	
III. Library Media Center Personnel			
1. Number of Certified Librarians:	0..	1	5.0
	.2	1	5.0
	.4		
	.5	1	5.0
	.7	1	5.0
	.8		
	1.0	15	75.0
	1.2	1	5.0
	1.3		
	1.5		
	2.0		
	2.4		
	2.5		
	3.0		
	4.0		
	District Coordinator		

QUESTIONNAIRE RESPONSES

OSWEGO COUNTY - 20 Respondents of 38 School Media Specialists (52.6%)

		Number	Adjusted Relative Frequency
III. Library Media Center Personnel (Cont'd)			
2. System Representative:	Yes	13	68.4%
	No	6	31.6%
	Missing Cases	1	---
IV. School/Library System Relations			
1. Voice in determining goals:	Regularly	12	63.2%
	Occasionally	5	26.3%
	Rarely or Almost Never	2	10.5%
	Missing Cases	1	
2. Attended planning meetings:	Regularly	10	52.6%
	Occasionally	6	31.6%
	Rarely or Almost Never	3	15.8%
	Missing Cases	1	---
3. Provided planning or evaluation thru:			
a. Phone Conversations:	Regularly	2	11.8%
	Occasionally	6	35.3%
	Rarely or Almost Never	9	52.9%
	Missing Cases	3	---
b. Questionnaires:	Regularly	3	17.6%
	Occasionally	10	58.8%
	Rarely or Almost Never	4	23.5%
	Missing Cases	3	---
c. Personal Contacts	Regularly	8	47.1%
	Occasionally	4	23.5%
	Rarely or Almost Never	5	29.4%
	Missing Cases	3	---
d. Other:	Regularly	3	33.3%
	Occasionally	1	11.1%
	Rarely or Almost Never	5	55.6%
	Missing Cases	11	---

QUESTIONNAIRE RESPONSES

OSWEGO COUNTY - 20 Respondents of 38 School Media Specialists (52.6%)

		Number	Adjusted Relative Frequency
IV. School/Library System Relations (Cont'd)			
4. Services worth the efforts:	Yes	10	66.7%
	No	5	33.3%
	Missing Cases	5	---
5. Services have benefited...			
a. Student:	Regularly	2	14.3%
	Occassionally	4	28.6%
	Rarely or Almost Never	8	57.1%
	Missing Cases	6	---
b. Faculty:	Regularly	1	7.1%
	Occasionally	6	42.9%
	Rarely or Almost Never	7	50.0%
	Missing Cases	6	---
c. Library Media Center or it staff:	Regularly	1	7.1%
	Occasionally	8	57.1%
	Rarely or Almost Never	5	35.7%
	Missing Cases	6	---

SERVICES INVENTORY RESPONSES
ECTION I - DEVELOPMENTAL STAGE OF SERVICES
OSWEGO COUNTY 20 Respondents of 38 (52.6%

igures = School Librarian's Assessment

( ) = Relative Frequency (Percentage

* = System Professional's Assessment

o response was required if the service was not planned

	PLANNING STAGE	DEVELOPMENTAL STAGE	OPERATIONAL STAGE	NO RESPONSE
. Human Services				
1. Consulting Service.....	3 (15.0)	3 (15.0)	7*(35.0)	7 (35.0)
2. In-Service Training.....	3 (15.0)	3 (15.0)	8*(40.0)	6 (30.0)
3. Workshops.....	3 (15.0)	2 (10.0)	12*(60.0)	3 (15.0)
. Library Services and Resources				
1. Inter-Library Loan of...				
a. Books.....	3 (15.0)	10 (50.0)	6*(30.0)	1 (5.0)
b. Periodicals.....	3 (15.0)	3 (15.0)	13*(65.0)	1 (5.0)
c. Non-Print Media.....	3 (15.0)	10 (50.0)	6*(30.0)	1 (5.0)
d. Materials from Outside Agencies	5 (25.0)	5 (25.0)	5*(25.0)	5 (25.0)
2. Reciprocal Borrowing Privileges....	3*(15.0)	5 (25.0)	5 (25.0)	7 (35.0)
3. Union Catalogs of...				
a. Books.....	6 (30.0)	11*(55.0)	1 (5.0)	2 (10.0)
b. Periodicals.....	3 (15.0)	2 (10.0)	13*(65.0)	2 (10.0)
c. Non-Print Media.....	6 (30.0)	10*(50.0)	2 (10.0)	2 (10.0)
4. Lists of Special Collections.....	6 (30.0)	6*(30.0)	5 (25.0)	3 (15.0)
5. Bibliographies.....	4 (20.0)	3**(15.0)	1 (5.0)	12 (60.0)
6. Professional Reference Collection..	5 (25.0)	2 (10.0)	5 (25.0)	8*(40.0)
7. Cooperative Collection Development.	6 (30.0)	2 (10.0)	1*(11.1)	11 (55.0)
8. Directories.....	3 (15.0)	2 (10.0)	7 (35.0)	8*(40.0)
9. Cataloging of Materials.....	4*(20.0)	9 (45.0)	0	7 (35.0)
10. Processing of Materials.....	3*(15.0)	4 (20.0)	0	13 (65.0)
11. Cooperative Purchasing of Materials.	5 (25.0)	1 (5.0)	0	14*(70.0)
Communications Media Provided				
1. New Telephone Installation.....	2 (10.0)	1 (5.0)	10 (50.0)	7*(35.0)
2. Toll-Free Long-Distance Calls.....	1 (5.0)	1 (5.0)	7 (35.0)	11*(55.0)
3. Computer Terminal Communication.....	2 (10.0)	6 (30.0)	1 (5.0)	11*(55.0)
4. Newsletter.....	1 (5.0)	1 (5.0)	15 (75.0)	3*(15.0)
5. Notices and Notes.....	1 (5.0)	1 (5.0)	12 (60.0)	6*(30.0)
Regular Courier Delivery and Pick-Up ...	1 (5.0)	4 (20.0)	14 (73.7)	1*(5.0)
Program for Evaluation of Library Syste	4*(20.0)	5 (25.0)	5 (25.0)	6 (30.0)

SERVICES INVENTORY RESPONSES
SECTION II - FREQUENCY OF USE SCHEDULE
OSWEGO COUNTY 20 Respondents of 38 (52.6%)
Figures = School Librarian's Use or Anticipated Use of Services
( ) = Relative Frequency Adjusted for Missing Responses (Percentage)

	REGULARLY	OCCASIONALLY	RARELY OR ALMOST NEVER	NO RESPONSE
A. Human Services				
1. Consulting Services	3 (21.4)	8 (57.1)	3 (21.4)	6
2. In-Service Training	4 (28.6)	7 (50.0)	3 (21.4)	6
3. Workshops	6 (35.3)	9 (52.9)	2 (11.8)	3
B. Library Services and Resources				
1. Inter-Library Loan of...				
a. Books	5 (27.8)	7 (38.9)	6 (33.3)	2
b. Periodicals	4 (22.2)	7 (38.9)	7 (38.9)	2
c. Non-Print Media	5 (27.8)	7 (38.9)	6 (33.3)	2
d. Materials from Outside Agencies	2 (13.3)	6 (40.0)	7 (46.7)	5
2. Reciprocal Borrowing Privileges	3 (23.1)	6 (46.2)	4 (30.8)	7
3. Union Catalogs of...				
a. Books	4 (28.6)	6 (42.9)	4 (28.6)	6
b. Periodicals	4 (25.0)	6 (37.5)	6 (37.5)	4
c. Non-Print Media	3 (20.0)	7 (46.7)	5 (33.3)	5
4. Lists of Special Collections	2 (14.3)	7 (50.0)	5 (35.7)	6
5. Bibliographies	2 (20.0)	3 (30.0)	5 (50.0)	10
6. Professional Reference Collection	3 (23.1)	4 (30.8)	6 (46.2)	7
7. Cooperative Collection Development	1 (11.1)	3 (33.3)	5 (55.6)	11
8. Directories	6 (50.0)	3 (25.0)	3 (25.0)	8
9. Cataloging of Materials	6 (60.0)	2 (20.0)	2 (20.0)	10
10. Processing of Materials	3 (37.5)	2 (25.0)	3 (37.5)	12
11. Cooperative Purchasing of Materials	1 (33.3)	0	6 (66.7)	11
C. Communications Media Provided				
1. New Telephone Installation	6 (50.0)	2 (16.7)	4 (33.3)	8
2. Toll-Free Long-Distance Calls	4 (40.0)	4 (40.0)	2 (20.0)	10
3. Computer Terminal Communication	1 (14.3)	4 (57.1)	2 (28.6)	13
4. Newsletter	11 (78.6)	1 (7.1)	2 (14.3)	6
5. Notices and Notes	10 (83.3)	0	2 (16.7)	8
D. Regular Courier Delivery and Pick-Up	14 (82.4)	2 (11.8)	1 (5.9)	3
E. Program for Evaluation of Library System	4 (44.4)	4 (44.4)	1 (11.1)	11

QUESTIONNAIRE RESPONSES

BROOME-DELAWARE-TIOGA
20 Respondents of 57 School Media Specialists (35.1%)

		Number	Adjusted Relative Frequency
I. Library System:			
	Oswego County		
	Broome-Delaware-Tioga	20	
	Syracuse City		
	Delaware-Chenango		
	Albany-Schoharie-Schenectady		
II. School Data			
1. School Type:			
	Public Schools	19	95.0%
	Non-Public Schools	1	5.0%
2. Grade Level:			
	Elementary	9	45.0%
	Secondary	10	50.0%
	Both		
	Special School (District Coordinator)	1	5.0%
3. Student Enrollment			
	-250		
	251-500	5	25.0%
	501-1000	13	65.0%
	1001-2000	1	5.0%
	2001-	1	5.0%
	District		
	Missing Cases		
III. Library Media Center Personnel			
1. Number of Certified Librarians:	0..	2	10.0%
	.2		
	.4		
	.5		
	.7		
	.8		
	1.0	15	75.0%
	1.2		
	1.3		
	1.5		
	2.0	3	15.0%
	2.4		
	2.5		
	3.0		
	4.0		
	District Coordinator		

QUESTIONNAIRE RESPONSES

BROOME-DELAWARE-TIOGA

20 Respondents of 57 School Media Specialists (35.1%)

		Number	Adjusted Relative Frequency
III. Library Media Center Personnel (Cont'd)			
2. System Representative:	Yes	11	55.0%
	No	9	45.0%
	Missing Cases		
IV. School/Library System Relations			
1. Voice in determining goals:	Regularly	10	50.0%
	Occasionally	7	35.0%
	Rarely or Almost Never	3	15.0%
	Missing Cases		
2. Attended planning meetings:	Regularly	9	45.0%
	Occasionally	5	25.0%
	Rarely or Almost Never	6	30.0%
	Missing Cases		
3. Provided planning or evaluation thru:			
a. Phone Conversations:	Regularly	3	15.0%
	Occasionally	7	35.0%
	Rarely or Almost Never	10	50.0%
	Missing Cases		
b. Questionnaires:	Regularly	8	40.0%
	Occasionally	11	55.0%
	Rarely or Almost Never	1	5.0%
	Missing Cases		
c. Personal Contacts	Regularly	8	40.0%
	Occasionally	8	40.0%
	Rarely or Almost Never	4	20.0%
	Missing Cases		
d. Other:	Regularly	1	20.0%
	Occasionally	2	40.0%
	Rarely or Almost Never	2	40.0%
	Missing Cases	15	---

QUESTIONNAIRE RESPONSES
BROOME-DELAWARE-TIOGA
20 Respondents of 57 School Media Specialists (35.1%)

		Number	Adjusted Relative Frequency
IV. School/Library System Relations (Cont'd)			
4. Services worth the efforts:	Yes	16	84.2%
	No	3	15.8%
	Missing Cases	1	---
5. Services have benefited...			
a. Student:	Regularly	4	21.1%
	Occassionally	6	31.6%
	Rarely or Almost Never	9	47.4%
	Missing Cases	1	---
b. Faculty:	Regularly	1	5.3%
	Occasionally	11	57.9%
	Rarely or Almost Never	7	36.8%
	Missing Cases	1	---
c. Library Media Center or it staff:	Regularly	6	31.6%
	Occasionally	8	42.1%
	Rarely or Almost Never	5	26.3%
	Missing Cases	1	---

SERVICES INVENTORY RESPONSES
ECTION I - DEVELOPMENTAL STAGE OF SERVICES
BROOME-DELAWARE-TIOGA
20 Respondents

igures = School Librarian's Assessment

( ) = Relative Frequency (Percentage

* = System Professional's Assessment

o response was required if the service was not planned

	PLANNING STAGE	DEVELOPMENTAL STAGE	OPERATIONAL STAGE	NO RESPONSE
. Human Services				
1. Consulting Service.....	3 (15.0)	1 (5.0)	9 *(45.0)	7 (35.0
2. In-Service Training.....	3 (15.0)	0	9 *(45.0)	8 (40.0
3. Workshops.....	1 (5.0)	0	14*(70.0)	5 (25.0
. Library Services and Resources				
1. Inter-Library Loan of...				
a. Books.....	1 (5.0)	6 (30.0)	13*(65.0)	0
b. Periodicals.....	20 (100.)	0	20*(100.)	0
c. Non-Print Media.....	2 (10.0)	4 (20.0)	11*(55.0)	3 (15.0
d. Materials from Outside Agencies	1 (5.0)	0	18*(90.0)	1 (5.0
2. Reciprocal Borrowing Privileges....	0	0	17*(85.0)	3 (15.0
3. Union Catalogs of...				
a. Books.....	3 (15.0)	10 (50.0)	6*(30.0)	1 (5.0
b. Periodicals.....	1 (5.0)	2 (10.0)	16*(80.0)	1 (5.0
c. Non-Print Media.....	2 (10.0)	8 (40.0)	5*(25.0)	5 (25.0
4. Lists of Special Collections.....	7*(35.0)	5 (25.0)	1 (5.0)	7 (35.0
5. Bibliographies.....	6 (30.0)	4 (20.0)	2*(10.0)	8 (40.0
6. Professional Reference Collection..	3 (15.0)	6 (30.0)	5*(25.0)	6 (30.0
7. Cooperative Collection Development.	8 (40.0)	0	1 (5.0)	11*(55.0
8. Directories.....	2 (10.0)	0	11*(55.0)	7 (35.0)
9. Cataloging of Materials.....	7 (35.0)	2 (10.0)	4*(20.0)	7 (35.0
10. Processing of Materials.....	6 (30.0)	2 (10.0)	0	12*(60.0
11. Cooperative Purchasing of Materials.	8 (40.0)	0	0	12*(60.0
Communications Media Provided				
1. New Telephone Installation.....	0	1 (5.0)	11*(55.0)	8 (40.0)
2. Toll-Free Long-Distance Calls.....	2 (10.0)	1 (5.0)	1 (5.0)	16 (80.0)
3. Computer Terminal Communication.....	4 (20.0)	0	3*(15.0)	13 (65.0)
4. Newsletter.....	0	0	20*(100.)	0
5. Notices and Notes.....	0	0	20*(100.)	0
Regular Courier Delivery and Pick-Up ...	0	0	20*(100.)	0
Program for Evaluation of Library Syste	1 (5.0)	1 (5.0)	11* (55.0)	7 (35.0)

SERVICES INVENTORY RESPONSES
SECTION II - FREQUENCY OF USE SCHEDULE
BROOME-DELAWARE-TIOGA
20 Respondents
Figures = School Librarian's Use or Anticipated Use of Services
( ) = Relative Frequency Adjusted for Missing Responses (Percentage)

	REGULARLY	OCCASIONALLY	RARELY OR ALMOST NEVER	NO RESPONSE
A. Human Services				
1. Consulting Services	3 (20.0)	10 (66.7)	2 (13.3)	5
2. In-Service Training	5 (35.7)	7 (50.0)	2 (14.3)	6
3. Workshops	6 (37.5)	9 (56.3)	1 (6.3)	4
B. Library Services and Resources				
1. Inter-Library Loan of...				
a. Books	5 (27.8)	10 (55.6)	3 (16.7)	2
b. Periodicals	5 (26.3)	9 (47.4)	5 (26.3)	1
c. Non-Print Media	4 (23.5)	10 (58.8)	3 (17.6)	3
d. Materials from Outside Agencies	4 (21.1)	11 (57.9)	4 (21.1)	9
2. Reciprocal Borrowing Privileges	5 (31.3)	9 (56.3)	2 (12.5)	4
3. Union Catalogs of...				
a. Books	4 (22.2)	11 (61.1)	3 (16.7)	2
b. Periodicals	5 (26.3)	8 (42.1)	6 (31.6)	1
c. Non-Print Media	3 (20.0)	9 (60.0)	3 (20.0)	5
4. Lists of Special Collections	2 (15.4)	8 (61.5)	3 (23.1)	7
5. Bibliographies	4 (30.8)	8 (61.5)	1 (7.7)	7
6. Professional Reference Collection	3 (23.1)	10 (76.9)	0	7
7. Cooperative Collection Development	2 (20.0)	5 (50.0)	3 (30.0)	10
8. Directories	5 (35.7)	7 (50.0)	2 (14.3)	6
9. Cataloging of Materials	2 (18.2)	5 (45.5)	4 (36.4)	9
10. Processing of Materials	1 (11.1)	1 (11.1)	7 (77.8)	11
11. Cooperative Purchasing of Materials	1 (11.1)	2 (22.2)	6 (66.7)	11
C. Communications Media Provided				
1. New Telephone Installation	11 (91.7)	0	1 (8.3)	8
2. Toll-Free Long-Distance Calls	4 (40.0)	4 (40.0)	2 (20.0)	10
3. Computer Terminal Communication	3 (30.0)	4 (40.0)	3 (30.0)	10
4. Newsletter	15 (78.9)	4 (21.1)	0	1
5. Notices and Notes	16 (84.2)	3 (15.8)	0	1
D. Regular Courier Delivery and Pick-Up	10 (55.6)	7 (38.9)	1 (5.6)	2
E. Program for Evaluation of Library System	7 (58.3)	4 (33.3)	1 (8.3)	8

QUESTIONNAIRE RESPONSES

SYRACUSE CITY - 23 Respondents of 46 School Media Specialists (50.%)

		Number	Adjusted Relative Frequency
I. Library System:			
	Oswego County		
	Broome-Delaware-Tioga		
	Syracuse City	23	
	Delaware-Chenango		
	Albany-Schoharie-Schenectady		
II. School Data			
1. School Type:			
	Public Schools	17	73.9 %
	Non-Public Schools	6	26.1 %
2. Grade Level:			
	Elementary	12	54.4 %
	Secondary	8	36.4 %
	Both	1	4.5 %
	Special School (District Coordinator)	1	4.5 %
	Missing Cases	1	
3. Student Enrollment			
	-250	3	13.6 %
	251-500	10	45.5 %
	501-1000	6	27.3 %
	1001-2000	3	13.6 %
	2001-		
	District		
	Missing Cases	1	---
III. Library Media Center Personnel			
1. Number of Certified Librarians:	0.	4	17.4 %
	.2		
	.4		
	.5	1	4.3 %
	.7	1	4.3 %
	.8		
	1.0	16	69.6 %
	1.2		
	1.3		
	1.5		
	2.0	1	4.3 %
	2.4		
	2.5		
	3.0		
	4.0		
	District Coordinator		

QUESTIONNAIRE RESPONSES

SYRACUSE CITY - 23 Respondents of 46 School Library Media Programs (50.0%)

		Number	Adjusted Relative Frequency
III. Library Media Center Personnel (Cont'd)			
2. System Representative:	Yes	18	78.3 %
	No	5	21.7 %
	Missing Cases	0	
IV. School/Library System Relations			
1. Voice in determining goals:	Regularly	8	34.8 %
	Occasionally	7	30.4 %
	Rarely or Almost Never	8	34.8 %
	Missing Cases	0	
2. Attended planning meetings:	Regularly	1	4.5 %
	Occasionally	12	54.5 %
	Rarely or Almost Never	9	40.9 %
	Missing Cases	1	
3. Provided planning or evaluation thru:			
a. Phone Conversations:	Regularly	0	
	Occasionally	13	65.0 %
	Rarely or Almost Never	7	35.0 %
	Missing Cases	3	
b. Questionnaires:	Regularly	3	14.3 %
	Occasionally	14	66.7 %
	Rarely or Almost Never	4	19.0 %
	Missing Cases	2	---
c. Personal Contacts	Regularly	2	9.5 %
	Occasionally	16	76.2 %
	Rarely or Almost Never	3	14.3 %
	Missing Cases	2	---
d. Other:	Regularly	1	33.3 %
	Occasionally	0	
	Rarely or Almost Never	2	66.7 %
	Missing Cases	20	---

QUESTIONNAIRE RESPONSES

SYRACUSE CITY - 23 Respondents of 46 School Library Media Programs (50.0%)

		Number	Adjusted Relative Frequency
IV. School/Library System Relations (Cont'd)			
4. Services worth the efforts:	Yes	19	86.4 %
	No	3	13.6 %
	Missing Cases	1	---
5. Services have benefited...			
a. Student:	Regularly	8	38.1 %
	Occassionally	11	52.4 %
	Rarely or Almost Never	2	9.5 %
	Missing Cases	2	---
b. Faculty:	Regularly	9	40.9 %
	Occasionally	11	50.0 %
	Rarely or Almost Never	2	9.1 %
	Missing Cases	1	
c. Library Media Center or it staff:	Regularly	7	35.0 %
	Occasionally	11	55.0 %
	Rarely or Almost Never	2	10.0 %
	Missing Cases	3	---

SERVICES INVENTORY RESPONSES
SECTION I - DEVELOPMENTAL STAGE OF SERVICES
SYRACUSE CITY
23 Respondents

figures = School Librarian's Assessment
( ) = Relative Frequency (Percentage
* = System Professional's Assessment
No response was required if the service was not planned

	PLANNING STAGE	DEVELOPMENTAL STAGE	OPERATIONAL STAGE	NO RESPONSE
. Human Services				
1. Consulting Service.....	2 (8.7)	0	8*(34.8)	13 (56.5)
2. In-Service Training.....	1 (4.3)	2 (8.7)	9*(39.1)	11 (47.8)
3. Workshops.....	1 (10.0)	0	9*(90.0)	13 (56.5)
. Library Services and Resources				
1. Inter-Library Loan of...				
a. Books.....	0	1 (4.3)	17*(73.9)	5 (21.7)
b. Periodicals.....	0	0	18*(78.3)	5 (21.7)
c. Non-Print Media.....	0	3 (13.0)	15*(65.2)	5 (21.7)
d. Materials from Outside Agencies	0	1 (4.3)	15*(65.2)	7 (30.4)
2. Reciprocal Borrowing Privileges....	1 (4.3)	0	14*(60.9)	8 (34.8)
3. Union Catalogs of...				
a. Books.....	1 (4.3)	13*(56.5)	3 (13.0)	6 (26.1)
b. Periodicals.....	0	2 (8.7)	16*(69.6)	5 (21.7)
c. Non-Print Media.....	0	12*(52.2)	2 (8.7)	9 (39.1)
4. Lists of Special Collections.....	4 (17.4)	5 (21.7)	2 (8.7)	12*(52.2)
5. Bibliographies.....	0	3 (13.0)	13 (56.5)	7 (30.4)
6. Professional Reference Collection..	1 (4.3)	2 (8.7)	9*(39.1)	11 (47.8)
7. Cooperative Collection Development.	1 (4.3)	1 (4.3)	5*(21.7)	16 (69.6)
8. Directories.....	1 (4.3)	1 (4.3)	7*(30.4)	14 (60.9)
9. Cataloging of Materials.....	1 (4.3)	0	6 (26.1)	16*(69.6)
10. Processing of Materials.....	1 (4.3)	0	4 (17.4)	18*(78.3)
11. Cooperative Purchasing of Materials	1 (4.3)	0	7 (30.4)	15*(65.2
. Communications Media Provided				
1. New Telephone Installation.....	0	0	6 (26.1)	17*(73.9
2. Toll-Free Long-Distance Calls.....	1 (4.3)	0	0	22*(95.7
3. Computer Terminal Communication.....	2 (8.7)	2 (8.7)	0 *	19 (82.6
4. Newsletter.....	0	0	16 (69.6)	7 (30.4
5. Notices and Notes.....	0	0	16*(69.6)	7 (30.4
. Regular Courier Delivery and Pick-Up ...	1 (4.3)	0	17 (73.9)	5 (21.7
. Program for Evaluation of Library System	0 (4.3)	2 [illegible]	11 (47.8)	11 (47.8

SERVICES INVENTORY RESPONSES
SECTION II - FREQUENCY OF USE SCHEDULE
SYRACUSE CITY
23 Respondents
Figures = School Librarian's Use or Anticipated Use of Services
( ) = Relative Frequency Adjusted for Missing Responses (Percentage)

	REGULARLY	OCCASIONALLY	RARELY OR ALMOST NEVER	NO RESPONSE
A. Human Services				
1. Consulting Services	5 (35.7)	7 (50.0)	2 (14.3)	9
2. In-Service Training	6 (37.5)	8 (50.0)	2 (12.5)	7
3. Workshops	5 (31.3)	8 (50.0)	3 (18.8)	7
B. Library Services and Resources				
1. Inter-Library Loan of...				
a. Books	12 (60.0)	8 (40.0)	0	3
b. Periodicals	10 (52.6)	7 (36.8)	2 (10.5)	4
c. Non-Print Media	10 (55.6)	6 (33.3)	2 (11.1)	5
d. Materials from Outside Agencies	9 (52.9)	4 (23.5)	4 (23.5)	6
2. Reciprocal Borrowing Privileges	9 (56.3)	6 (37.5)	1 (6.3)	7
3. Union Catalogs of...				
a. Books	7 (50.0)	5 (21.7)	2 (14.3)	9
b. Periodicals	10 (55.6)	7 (38.9)	1 (5.6)	5
c. Non-Print Media	7 (50.0)	4 (28.6)	3 (21.4)	9
4. Lists of Special Collections	4 (33.3)	4 (33.3)	4 (33.3)	11
5. Bibliographies	6 (33.3)	9 (50.0)	3 (16.7)	5
6. Professional Reference Collection	5 (29.4)	8 (47.1)	4 (17.4)	6
7. Cooperative Collection Development	2 (25.0)	4 (50.0)	2 (25.0)	15
8. Directories	2 (16.7)	5 (41.7)	5 (41.7)	11
9. Cataloging of Materials	7 (63.6)	4 (36.4)	0	12
10. Processing of Materials	8 (80.0)	0	2 (20.0)	13
11. Cooperative Purchasing of Materials	5 (38.5)	4 (30.8)	4 (30.8)	10
C. Communications Media Provided				
1. New Telephone Installation	6 (75.0)	1 (12.5)	1 (12.5)	15
2. Toll-Free Long-Distance Calls	0	4 (66.7)	2 (33.3)	17
3. Computer Terminal Communication	4 (57.1)	1 (14.3)	2 (28.6)	16
4. Newsletter	14 (87.5)	2 (12.5)	0	7
5. Notices and Notes	14 (87.5)	2 (12.5)	0	7
D. Regular Courier Delivery and Pick-Up	17 (85.0)	3 (15.0)	0	3
E. Program for Evaluation of Library System	12 (80.0)	3 (20.0)	0	8

QUESTIONNAIRE RESPONSES

DELAWARE-CHENANGO - 21 Respondents of 37 Library Media Programs (56.8%)

		Number	Adjusted Relative Frequency
I. Library System:			
	Oswego County		
	Broome-Delaware-Tioga		
	Syracuse City		
	Delaware-Chenango	21	
	Albany-Schoharie-Schenectady		
II. School Data			
1. School Type:			
	Public Schools	21	100.0 %
	Non-Public Schools	0	---
2. Grade Level:			
	Elementary	8	38.1 %
	Secondary	9	42.9 %
	Both	4	19.0 %
	Special School (District Coordinator)	0	
3. Student Enrollment			
	-250	1	4.8 %
	251-500	10	47.6 %
	501-1000	10	47.6 %
	1001-2000		
	2001-		
	District		
	Missing Cases		
III. Library Media Center Personnel			
1. Number of Certified Librarians:	0..	1	4.8 %
	.2	1	4.8 %
	.4		
	.5	1	4.8 %
	.7		
	.8		
	1.0	14	66.7 %
	1.2		
	1.3		
	1.5	1	4.8 %
	2.0	3	14.3 %
	2.4		
	2.5		
	3.0		
	4.0		
	District Coordinator		

QUESTIONNAIRE RESPONSES

DELAWARE-CHENANGO - 21 Respondents of 37 Library Media Programs (56.8%)

		Number	Adjusted Relative Frequency
III. Library Media Center Personnel (Cont'd)			
2. System Representative:	Yes	11	57.9 %
	No	8	42.1 %
	Missing Cases	2	---
IV. School/Library System Relations			
1. Voice in determining goals:	Regularly	14	(66.7 %
	Occasionally	4	19.0 %
	Rarely or Almost Never	3	14.3 %
	Missing Cases		
2. Attended planning meetings:	Regularly	8	38.1 %
	Occasionally	12	57.1 %
	Rarely or Almost Never	1	4.8 %
	Missing Cases		
3. Provided planning or evaluation thru:			
a. Phone Conversations:	Regularly		
	Occasionally	7	35.0 %
	Rarely or Almost Never	13	65.0 %
	Missing Cases	1	---
b. Questionnaires:	Regularly	2	10.0 %
	Occasionally	15	75.0 %
	Rarely or Almost Never	3	15.0 %
	Missing Cases	1	---
c. Personal Contacts	Regularly	5	25.0 %
	Occasionally	13	65.0 %
	Rarely or Almost Never	2	10.0 %
	Missing Cases	1	---
d. Other:	Regularly	2	33.3 %
	Occasionally	2	33.3 %
	Rarely or Almost Never	2	33.3 %
	Missing Cases	15	---

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QUESTIONNAIRE RESPONSES

DELAWARE-CHENANGO - 21 Respondents of 37 Library Media Programs(56.8%)

		Number	Adjusted Relative Frequency
IV. School/Library System Relations (Cont'd)			
4. Services worth the efforts:	Yes	17	89.5 %
	No	2	10.5 %
	Missing Cases	2	---
5. Services have benefited...			
a. Student:	Regularly	3	15.0 %
	Occassionally	11	55.0 %
	Rarely or Almost Never	6	30.0 %
	Missing Cases	1	---
b. Faculty:	Regularly	2	10.0 %
	Occasionally	9	45.0 %
	Rarely or Almost Never	9	45.0 %
	Missing Cases	1	---
c. Library Media Center or it staff:	Regularly	5	26.3 %
	Occasionally	9	47.4 %
	Rarely or Almost Never	5	26.3 %
	Missing Cases	2	----

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SERVICES INVENTORY RESPONSES
SECTION I - DEVELOPMENTAL STAGE OF SERVICES

DELAWARE-CHENANGO
21 Respondents

Figures = School Librarian's Assessment

( ) = Relative Frequency (Percentage)

* = System Professional's Assessment

No response was required if the service was not planned

	PLANNING STAGE	DEVELOPMENTAL STAGE	OPERATIONAL STAGE	NO RESPONSE
. Human Services				
1. Consulting Service.....	3 (14.3)	3 (14.3)	7*(33.3)	8 (38.1)
2. In-Service Training.....	4 (19.0)	3 (14.3)	5*(23.8)	9 (42.9)
3. Workshops.....	2 (9.5)	2 (9.5)	10*(47.6)	7 (33.3)
. Library Services and Resources				
1. Inter-Library Loan of...				
a. Books.....	7 (33.3)	3*(14.3)	5 (23.8)	6 (28.6)
b. Periodicals.....	1 (4.8)	0	15*(71.4)	5 (23.8)
c. Non-Print Media.....	8*(38.1)	1 (4.8)	3 (14.3)	9 (42.9)
d. Materials from Outside Agencies	5 (23.8)	2*(9.5)	2 (9.5)	12 (57.1)
2. Reciprocal Borrowing Privileges....	1 (4.8)	2 (9.5)	9 (42.9)	9*(42.9)
3. Union Catalogs of...				
a. Books.....	1 (38.1)	5*(23.8)	0	8 (38.1)
b. Periodicals.....	0	1 (4.8)	15*(71.4)	5 (23.8)
c. Non-Print Media.....	8*(38.1)	1 (4.8)	1 (4.8)	11 (52.4)
4. Lists of Special Collections.....	9 (42.9)	3*(14.3)	1 (4.8)	8 (38.1)
5. Bibliographies.....	5 (23.8)	0	0*	16 (76.2)
6. Professional Reference Collection..	1 (4.8)	3 (14.3)	10*(47.6)	7 (33.3)
7. Cooperative Collection Development..	4 (19.0)	3*(14.3)	1 (4.8)	13 (61.9)
8. Directories.....	6 (28.6)	0	4*(19.0)	11 (52.4)
9. Cataloging of Materials.....	3 (14.3)	0	0	18*(85.7)
10. Processing of Materials.....	3 (14.3)	0	0	18*(85.7)
11. Cooperative Purchasing of Materials.	4 (19.0)	0	0	17*(81.0)
. Communications Media Provided				
1. New Telephone Installation.....	8 (38.1)	0	0	13*(61.9)
2. Toll-Free Long-Distance Calls.....	7 (33.3)	0	0	14*(66.7)
3. Computer Terminal Communication.....	6 (28.6)	1 (4.8)	2 (9.5)	12*(57.1)
4. Newsletter.....	1 (4.8)	0	15*(71.4)	5 (23.8)
5. Notices and Notes.....	1 (4.8)	1 (4.8)	12*(57.1)	7 (33.3)
. Regular Courier Delivery and Pick-Up ...	0	1 (4.8)	15*(71.4)	5 (23.8)
. Program for Evaluation of Library System	2 (9.5)	2 (9.5)	6*(28.6)	11 (52.4)

SERVICES INVENTORY RESPONSES
SECTION II - FREQUENCY OF USE SCHEDULE
DELAWARE-CHENANGO
21 Respondents
Figures = School Librarian's Use or Anticipated Use of Services
( ) = Relative Frequency Adjusted for Missing Responses (Percentage)

	REGULARLY	OCCASIONALLY	RARELY OR ALMOST NEVER	NO RESPONSE
A. Human Services				
1. Consulting Services	4 (30.8)	6 (46.2)	3 (23.1)	8
2. In-Service Training	5 (38.5)	5 (38.5)	3 (23.1)	8
3. Workshops	6 (40.0)	6 (40.0)	3 (20.0)	6
B. Library Services and Resources				
1. Inter-Library Loan of...				
a. Books	3 (18.8)	9 (56.3)	4 (25.0)	5
b. Periodicals	4 (22.2)	10 (55.6)	4 (22.2)	3
c. Non-Print Media	3 (21.4)	8 (57.1)	3 (21.4)	7
d. Materials from Outside Agencies	2 (20.0)	4 (40.0)	4 (40.0)	11
2. Reciprocal Borrowing Privileges	4 (28.6)	7 (50.0)	3 (21.4)	7
3. Union Catalogs of...				
a. Books	2 (14.3)	8 (57.1)	4 (28.6)	7
b. Periodicals	6 (33.3)	9 (50.0)	3 (16.7)	3
c. Non-Print Media	2 (18.2)	8 (72.7)	1 (9.1)	10
4. Lists of Special Collections	3 (23.1)	6 (46.2)	4 (30.8)	8
5. Bibliographies	2 (28.6)	4 (57.1)	1 (14.3)	14
6. Professional Reference Collection	6 (37.5)	7 (43.8)	3 (18.8)	5
7. Cooperative Collection Development	4 (44.4)	4 (44.4)	1 (11.1)	12
8. Directories	5 (45.5)	5 (45.5)	1 (9.1)	10
9. Cataloging of Materials	3 (60.0)	1 (20.0)	1 (20.0)	16
10. Processing of Materials	3 (60.0)	1 (20.0)	1 (20.0)	16
11. Cooperative Purchasing of Materials	4 (66.7)	1 (16.7)	1 (16.7)	15
C. Communications Media Provided				
1. New Telephone Installation	7 (77.8)	0	2 (22.2)	12
2. Toll-Free Long-Distance Calls	6 (66.7)	1 (11.1)	2 (22.2)	12
3. Computer Terminal Communication	5 (50.0)	2 (20.0)	3 (30.0)	11
4. Newsletter	13(76.5)	3 (17.6)	1 (5.9)	4
5. Notices and Notes	12(80.0)	3 (20.0)	0	6
D. Regular Courier Delivery and Pick-Up	15(83.3)	3 (16.7)	0	3
E. Program for Evaluation of Library System	5 (50.0)	3 (30.0)	2 (20.0)	11

QUESTIONNAIRE RESPONSES

ALBANY-SCHOHARIE-SCHENECTADY SYSTEM

63 Respondents of 183 School Library Media Specialists (34.4%)

		Number	Adjusted Relative Frequency
I. Library System:			
	Oswego County		
	Broome-Delaware-Tioga		
	Syracuse City		
	Delaware-Chenango		
	Albany-Schoharie-Schenectady	63	
II. School Data			
1. School Type:			
	Public Schools	59	93.7 %
	Non-Public Schools	4	6.3 %
2. Grade Level:			
	Elementary	26	41.3 %
	Secondary	30	47.6 %
	Both	4	6.3 %
	Special School	1	1.6 %
	(District Coordinator)	2	3.2 %
3. Student Enrollment			
	-250	8	12.7 %
	251-500	21	33.3 %
	501-1000	16	25.4 %
	1001-2000	15	23.8 %
	2001-	1	1.6 %
	District	2	3.2 %
	Missing Cases		
III. Library Media Center Personnel			
1. Number of Certified Librarians:	0	2	3.2 %
	.2	1	1.6 %
	.4	1	1.6 %
	.5	5	7.9 %
	.7		
	.8	1	1.6 %
	1.0	35	55.6 %
	1.2		
	1.3		
	1.5		
	2.0	7	11.1 %
	2.4	2	3.2 %
	2.5	1	1.6 %
	3.0	5	7.9 %
	4.0	1	1.6 %
	District Coordinator	2	3.2 %

QUESTIONNAIRE RESPONSES

ALBANY-SCHOHARIE-SCHENECTADY
63 Respondents

		Number	Adjusted Relative Frequency
III. Library Media Center Personnel (Cont'd)			
2. System Representative:	Yes	28	45.2 %
	No	34	54.8 %
	Missing Cases	1	---
IV. School/Library System Relations			
1. Voice in determining goals:	Regularly	20	34.5 %
	Occasionally	16	27.6 %
	Rarely or Almost Never	22	37.9 %
	Missing Cases	5	---
2. Attended planning meetings:	Regularly	17	29.8 %
	Occasionally	13	22.8 %
	Rarely or Almost Never	27	47.4 %
	Missing Cases	6	---
3. Provided planning or evaluation thru:			
a. Phone Conversations:	Regularly	6	10.9 %
	Occasionally	23	41.8 %
	Rarely or Almost Never	26	47.3 %
	Missing Cases	8	---
b. Questionnaires:	Regularly	8	13.8 %
	Occasionally	30	51.7 %
	Rarely or Almost Never	20	34.5 %
	Missing Cases	5	---
c. Personal Contacts	Regularly	12	20.3 %
	Occasionally	22	37.3 %
	Rarely or Almost Never	25	42.4 %
	Missing Cases	4	---
d. Other:	Regularly	3	21.4 %
	Occasionally	2	14.3 %
	Rarely or Almost Never	9	64.3 %
	Missing Cases	49	---

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93

QUESTIONNAIRE RESPONSES
ALBANY-SCHOHARIE-SCHENECTADY
63 Respondents

		Number	Adjusted Relative Frequency
IV. School/Library System Relations (Cont'd)			
4. Services worth the efforts:	Yes	38	73.1 %
	No	14	26.9 %
	Missing Cases	11	---
5. Services have benefited...			
a. Student:	Regularly	6	10.3 %
	Occassionally	24	41.4 %
	Rarely or Almost Never	28	48.3 %
	Missing Cases	5	---
b. Faculty:	Regularly	9	15.8 %
	Occasionally	22	38.6 %
	Rarely or Almost Never	26	45.6 %
	Missing Cases	6	---
c. Library Media Center or it staff:	Regularly	11	20.0 %
	Occasionally	21	38.2 %
	Rarely or Almost Never	23	41.8 %
	Missing Cases	8	---

SERVICES INVENTORY RESPONSES
ECTION I - DEVELOPMENTAL STAGE OF SERVICES

ALBANY-SCHOHARIE-SCHENECTADY
63 Respondents
igures = School Librarian's Assessment
( ) = Relative Frequency (Percentage)
* = System Professional's Assessment
o response was required if the service was not planned

	PLANNING STAGE	DEVELOPMENTAL STAGE	OPERATIONAL STAGE	NO RESPONSE
. Human Services				
1. Consulting Service.	5 (7.9)	8*(12.7)	12 (19.0)	38 (60.3)
2. In-Service Training.....	12 (19.0)	6 (9.5)	7*(11.1)	38 (60.3)
3. Workshops.....	3 (4.8)	9 (14.3)	18*(28.6)	33 (52.4)
. Library Services and Resources				
1. Inter-Library Loan of...				
a. Books.....	2 (3.2)	4 (6.3)	34*(54.0)	23 (36.5)
b. Periodicals.....	2 (3.2)	1 (1.6)	39*(61.9)	21 (33.3)
c. Non-Print Media.....	6 (9.5)	8 (12.7)	20*(31.7)	29 (46.0)
d. Materials from Outside Agencies	9*(14.3)	4 (6.3)	9 (4.3)	41 (65.1)
2. Reciprocal Borrowing Privileges....	6 (9.5)	4 *(6.3)	27 (42.9)	26 (41.3)
3. Union Catalogs of...				
a. Books.....	14 (22.2)	18*(28.6)	3 (4.8)	28 (44.4)
b. Periodicals.....	2 (3.2)	18 (28.6)	20*(31.7)	23 (36.5)
c. Non-Print Media.....	14 (22.2)	15*(23.8)	3 (4.8)	31 (49.2)
4. Lists of Special Collections.....	5 (7.9)	11 (17.5)	20*(31.7)	27 (42.9)
5. Bibliographies.....	3 (4.8)	8 (12.7)	24*(38.1)	28 (44.4)
6. Professional Reference Collection..	13 (20.6)	10*(15.9)	7 (11.1)	33 (52.4)
7. Cooperative Collection Development.	12*(19.0)	6 (9.5)	1 (1.6)	44 (69.8)
8. Directories.....	4 (6.3)	5 (7.9)	24*(38.1)	30 (47.6
9. Cataloging of Materials.....	12 (19.0)	3 (4.8)	2 (3.2)	46*(73.0
10. Processing of Materials.....	12 (19.0)	2 (3.2)	1 (1.6)	48*(76.2
11. Cooperative Purchasing of Materials	12 (19.0)	2 (3.2)	1 (1.6)	48*(76.2
Communications Media Provided				
1. New Telephone Installation.....	9 (14.3)	1 (1.6)	6 (9.5)	47*(75.6
2. Toll-Free Long-Distance Calls.....	7 (11.1)	0	3*(4.8)	53 (84.1
3. Computer Terminal Communication.....	7 (11.1)	4 (6.3)	2 (3.2)	50*(79.4
4. Newsletter.....	0	2 (3.2)	37*(58.7)	24 (38.1
5. Notices and Notes.....	1 (1.6)	2 (3.2)	33*(52.4)	27 (42.9
Regular Courier Delivery and Pick-Up ...	0	2 (3.2)	41*(65.1)	20 (31.7
Program for Evaluation of Library Syste	3 (4.8)	5*(7.9)	21 (33.3)	34 (54.0

SERVICES INVENTORY RESPONSES
SECTION II - FREQUENCY OF USE SCHEDULE
ALBANY-SCHOHARIE-SCHENECTADY
63 Respondents
Figures = School Librarian's Use or Anticipated Use of Services
( ) = Relative Frequency Adjusted for Missing Responses (Percentage)

	REGULARLY	OCCASIONALLY	RARELY OR ALMOST NEVER	NO RESPONSE
A. Human Services				
1. Consulting Services	6 (19.4)	15 (48.4)	10 (32.3)	32
2. In-Service Training	9 (25.7)	17 (48.6)	9 (25.7)	28
3. Workshops	14 (36.8)	16 (42.1)	8 (21.1)	25
B. Library Services and Resources				
1. Inter-Library Loan of...				
a. Books	2 (4.9)	4 (9.8)	34 (82.9)	23
b. Periodicals	11 (24.4)	19 (42.2)	15 (33.3)	18
c. Non-Print Media	5 (15.2)	16 (48.5)	12 (36.4)	30
d. Materials from Outside Agencies	4 (13.3)	10 (33.3)	16 (53.3)	33
2. Reciprocal Borrowing Privileges	8 (20.5)	18 (46.2)	13 (33.3)	24
3. Union Catalogs of...				
a. Books	9 (25.0)	12 (33.3)	15 (41.7)	27
b. Periodicals	10 (25.6)	14 (35.9)	15 (38.5)	24
c. Non-Print Media	8 (23.5)	10 (29.4)	16 (47.1)	31
4. Lists of Special Collections	7 (18.9)	18 (48.6)	12 (32.4)	26
5. Bibliographies	9 (25.0)	16 (44.4)	11 (30.6)	27
6. Professional Reference Collection	5 (15.6)	13 (40.6)	14 (43.8)	31
7. Cooperative Collection Development	2 (8.3)	8 (33.3)	14 (58.3)	39
8. Directories	7 (21.2)	15 (45.5)	11 (33.3)	30
9. Cataloging of Materials	4 (13.3)	6 (20.0)	20 (66.7)	33
10. Processing of Materials	3 (11.1)	5 (18.5)	19 (70.4)	36
11. Cooperative Purchasing of Materials	3 (11.5)	7 (26.9)	16 (61.5)	37
C. Communications Media Provided				
1. New Telephone Installation	8 (33.3)	2 (8.3)	14 (58.3)	39
2. Toll-Free Long-Distance Calls	6 (23.1)	8 (30.8)	12 (46.2)	37
3. Computer Terminal Communication	7 (26.9)	7 (26.9)	12 (46.2)	37
4. Newsletter	23 (54.8)	14 (33.3)	5 (11.9)	21
5. Notices and Notes	19 (48.7)	12 (30.8)	8 (20.5)	24
D. Regular Courier Delivery and Pick-Up	22 (50.0)	17 (38.6)	5 (11.4)	19
E. Program for Evaluation of Library System	15 (48.4)	8 (25.8)	7 (22.6)	33